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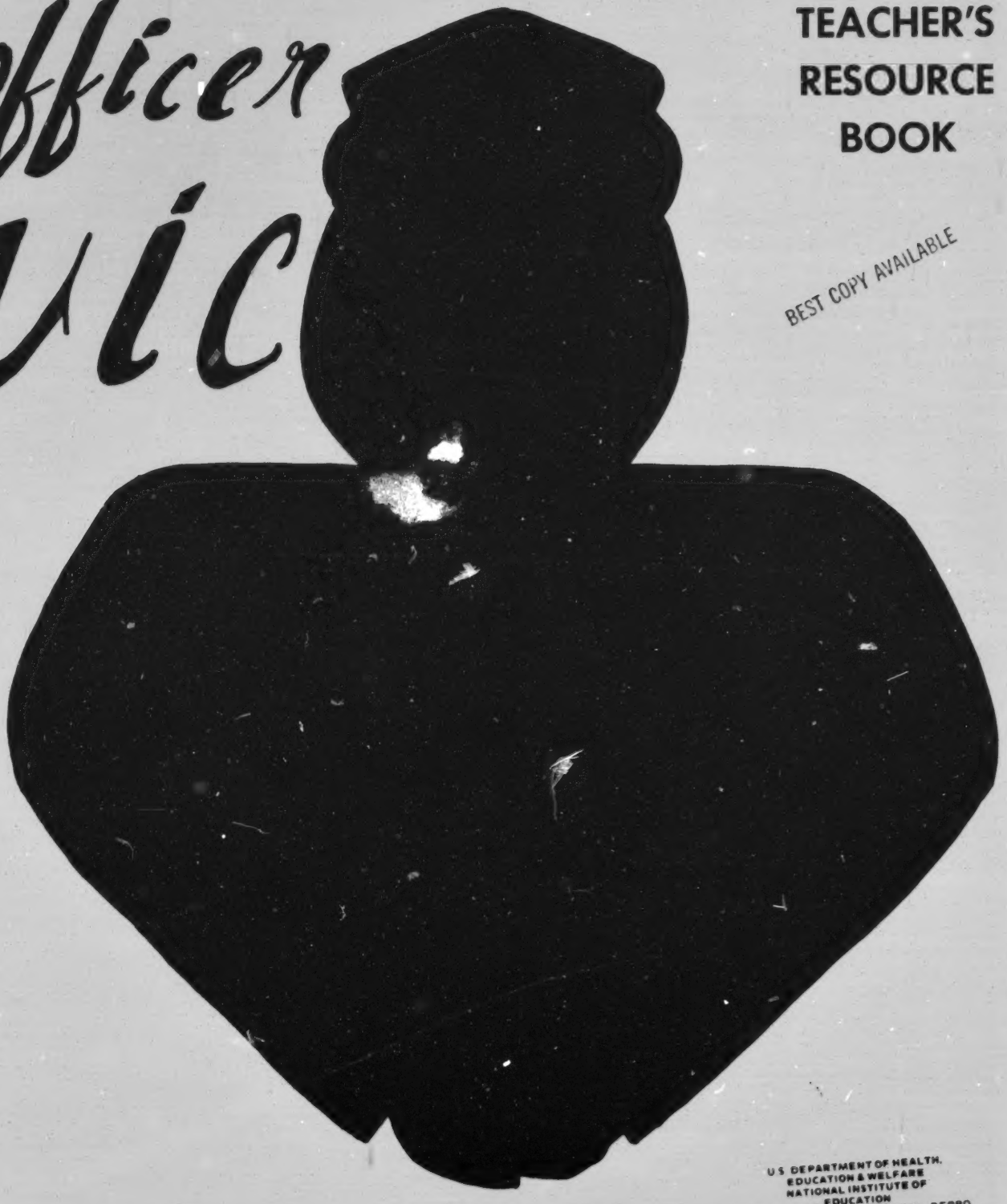
ABSTRACT

The collection of five booklets presents the Officer Vic program--a program designed to develop an understanding of and appreciation for the law enforcement officer's roles in protecting and aiding the student, his family, and the community. The materials include a teacher's resource book and activity books for grades K-3. The teacher's resource book is in English, but the activity books contain instructions in both English and Spanish. The three-phase program includes an orientation, an instructional period, and a reinforcement lesson. Officer Vic visits the classroom in each stage, with advance preparation and followup discussion performed by the classroom teacher. The teacher's guide outlines the general understanding to be developed and suggests activities and followup to the officer's visits at each grade level. Officer Vic's role is outlined for each visit. A two-page history of the Aurora Police Department is included. The kindergarten, first, and second grade books contain large illustrations with brief captions leading to activities or discussion. The third grade book contains similar illustrations and also includes a story to help children understand why laws are necessary. (Author/AG)

officer Vic

TEACHER'S RESOURCE BOOK



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Prepared by the public and parochial schools of Aurora in cooperation with the Aurora Police Department and the Illinois Law Enforcement Commission

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TABLE OF CONTENTS

Introduction of Officer Vic Program 1

Objectives of Officer Vic Program 1

Suggested Guidelines

- Kindergarten, Learning Experiences and Activities 2
- First Grade, Learning Experiences and Activities 7
- Second Grade, Learning Experiences and Activities 11
- Third Grade, Learning Experiences and Activities 14

History of the Aurora Police Department 16

OFFICER VIC PROGRAM

The Officer Vic Program is designed to develop an understanding of an appreciation for the law enforcement officer's roles in protecting and aiding the student, his family, and the community.

Materials have been developed for students in kindergarten through third grade. The program basically consists of three phases in which Officer Vic visits the classroom in each phase. Individual teachers prepare the students for these visits and continue with follow-up materials.

Phase One is an orientation or introductory period during which the students and teacher become acquainted with the program by meeting Officer Vic and by reviewing materials which provide incentive for Phase Two. In this period, Officer Vic will introduce himself by rank and name.

Phase Two is the instructional period where Officer Vic participates in a structured teaching-learning experience with the students. Basic concepts and ideas are explored to further the purpose of the program. Students are prepared for Officer Vic's visit by the teacher, with questions to ask Officer Vic.

Phase Three consists of a reinforcement lesson and the presentation of the certificates and pledges. At the conclusion of Phase Three the student's activity book is sent home in order that it might be shared with his family and friends. In order of facilitate this exposure in the home, instructions concerning various activities in the student's book are bilingual (Spanish and English).

OBJECTIVES

The objectives of the Officer Vic Program are:

1. To provide the kindergarten through third grade students with the opportunity to develop an intelligent understanding of their rights, responsibilities, and obligations as junior citizens living in a large city.

2. To establish a rapport between the students and the uniformed officer within the school and community.

3. To develop a wholesome image of the Police Department in the minds of the students.

4. To reinforce basic rules and regulations which govern experiences and activities within the students' environment.

5. To afford the students' families an opportunity to learn and participate with the students in gaining knowledge and understanding of the Police Department, laws and social control through bilingual activities in the students' activity books.

OFFICER VIC PROGRAM

Kindergarten Grade

I. General Understanding to be developed:

A. A feeling that policemen are our friends and they help us.

B. Begin to develop an attitude of appreciation for those who help us, a policeman.

C. Develop an awareness of how the policeman may help us.
1. He gives first aid.
2. He directs traffic.
3. He finds parents when we are lost.

D. A policeman is a family man like our own fathers.

E. Help each child begin to understand the reason for safety rules in our environment; e.g., why we must enforce laws and rules.

F. Help each child develop habits of safe behavior in his environment.
1. Cross streets only at corners.
2. Do not play in busy streets.
3. Do not accept candy from strangers.

G. Begin to develop understanding of policeman's basic job and some of the equipment he uses.

H. Develop an understanding of where a policeman may help.
1. He helps us at home.
2. He helps us at school.
3. He helps in our neighborhood.
4. He helps throughout the city.

I. Discuss different types of jobs the policeman performs.
1. He walks a beat.
2. He rides horses and motorcycles.
3. He rides in helicopters.
4. He rides in squad cars.

II. Suggested activities prior to first visit:

A. Teacher reads a letter from Officer Vic telling about the proposed visit:

Aurora, Illinois
Date

Dear Kindergarten Boys and Girls:

I would like to visit you in your room. May I come ____(Date)____ (Time) ____ ?

You will know me by the uniform I will be wearing. It is blue in color. I will wear a blue cap with a silver shield on the front, and on my jacket will be a badge.

I would like to share with you something about my work. Can you guess who I am?

Your friend,

_____

B. Teacher may use riddle-type guessing game.

C. Suggested discussion following letter:
   1. What is a friend?
   2. Can you guess who the letter is from?
   3. Why do you think he wants to visit us?
   4. Children's experiences with policemen.

D. Suggested art activities:
   1. Draw picture of what you think policeman will look like.
   2. Cut out paper policeman.
   3. Make a flannel board and cut-outs of policeman, his uniform and equipment.
   4. Make a bulletin board with pictures of uniformed police performing various duties.

E. Suggested songs:
   1. "Policeman," p. 50, **Singing Fun.**
   2. "Mister Policeman," p. 9, **Making Music Your Own.**

F. Suggested stories and poems:
   1. **Peter's Policeman** — Anne Lattin
   2. **Grandpa's Policemen Friends** — B. Frankel
   3. **Policeman** — Louise B. Scott
   4. **What They Do — Policemen and Firemen** — Carla Greene
   5. **About People Who Run Your City** — Shirlee Newman and Diane Sherman

G. Show filmstrips or films of policemen and their duties as community helpers.

H. Show **Patch, the Pony,** filmstrip.

III. Officer Vic's first visit:

A. He will tell a little about himself.

B. He will tell about his job (emphasizing safety aspects).

C. Discuss how children may help police.
   1. They should know their full name, address and telephone number.
   2. Cross the street only at the corner.
   3. Look all directions before crossing a street.
   4. Walk facing traffic.
   5. Don't talk to or ride with strangers.
   6. What to do if you're lost.

D. Show and discuss his uniform (badges and insignia).

E. Have a question and answer period.

IV. Follow-up to Officer Vic's first visit:

A. Discuss the first visit.

B. Make experience chart story and draw pictures of policeman.

C. Chart about "How We Can Help the Police."

D. Suggested art activities:
1. Paint pictures of visit.
2. Draw pictures of some safety suggestions the officer talked to them about.

E. Suggested Songs:
1. "Policeman's Song," p. 30, **Music Round About Us.**
2. "Traffic Light," p. 26, **Birchard Music Series.**
3. "Stop and Look," p. 108, **The Magic of Music.**

F. Suggested filmstrips:
1. **The Policeman**
2. **Larry Helps the Police**
3. **Patch, the Pony**

G. Suggested stories and poems:
1. **Red Light, Green Light** — Golden McDonald
2. **I Want to be a Policeman** — Carla Greene
3. "My Policeman" — Rose Tyeman
4. "Stop on the Corner" — Unknown
5. "Walking Home" — Unknown

H. Make a display of traffic signs and signals.

I. Display Chicago Motor Club safety chart.

J. Perform dramatic play activities:
1. Have students act out safety rules.
2. Children can role play being a policeman.

K. Let students work in Activity Book.

L. Questions suggested from the teacher:
1. What kind of man was he?
2. What do you remember about him?
3. What does his badge mean? (etc.)

V. Activities prior to Officer Vic's second visit:

A. Review what took place at the first visit.

B. The poem "Traffic Light" should be read to the students. (See Student Activity Book). Afterwards, each child will draw his own illustration of the poem which can be used on a bulletin board.

C. Questions to remind children of the last visit and a discussion of how police help children. (Use the book to show policeman helping children.)

VI. Officer Vic's second visit:

A. Officer Vic's second visit should be a casual drop-in visit, just to say hello and see the children working. This would help establish the idea that he is a friend and interested in them and their activities.

B. Officer Vic will be equipped with a traffic light and personal equipment.

C. After discussing all his equipment he should welcome questions and discussion from the group.

D. Officer Vic explains how policemen help children, what his job is, and explains some of the pages in the book.

VII. Follow-up to Officer Vic's second visit:

A. Did a policeman ever help you or your family?

B. What would a policeman do if _____?

C. Discuss seeing our friend again.

D. Sing songs already learned.

VIII. Suggested activities prior to Officer Vic's third visit:

A. Re-read experience charts.

B. Review first and second visits.

C. Make a bulletin board showing policeman.

D. Use: **Social Studies**
School, families, neighborhoods
Unit 3, Lesson 52: "Police Supply Protective Services."

E. Discuss "respect" in the light of people we like, and those who help us.

F. Suggested filmstrips:
1. **The Policeman at Work**
2. **Our Police Department**

G. Suggested stories:
1. **About Policemen** — Ina K. Killon
2. **Peter Pat and the Policeman** — Catherine Stahlmann

H. Suggested songs:
1. "Mister Policeman," p. 18, **Music for Early Childhood**
2. "Traffic Lights," p. 109, **The Magic of Music**
3. "Traffic Policeman," Author Unknown

IX. Officer Vic's third visit:

A. Finish the booklet.

B. Officer Vic gives out certificates and pledges.

C. See the patrol car and its equipment.

D. Officer Vic tells more about his work.

E. Discuss a little about other officers' work.

F. Go over the ways the children may help the policeman.

X. Suggested follow-up to Officer Vic's third visit:

A. Discussion of policeman's visit.

B. Review experience chart.

C. Suggested art activities:
   1. Draw pictures about the officer's visit.
   2. Cut out paper or magazine pictures about policemen.

D. Write thank you note to Officer Vic.

E. Suggested film and filmstrip:
   1. Kane County Film Library, **Policeman** L91.
   2. Filmstrip, **Policeman and Fireman.**

F. Suggested songs:
   1. "The Policeman," p. 64, **Our Singing World.**
   2. "The Traffic Policeman," p. 63, **Sharing Music.**

G. Suggested stories and poems:
   1. **True Book of Policemen and Firemen** — Irene Miner
   2. **Policeman Small** — Lois Lenski
   3. **I Know A Policeman** — Barbara Williams
   4. **Stop and Go** — Dorothy Baruch
   5. **All Around the Town** — Phyllis McGinley

H. Suggested study prints: **Police Department Helpers,** Picture Story Study Pictures, from SVE, 1345 Diversey Parkway, Chicago. (These pictures have much information and many suggestions for use.)

I. Booklets can be finished and should be taken home.

OFFICER VIC PROGRAM

First Grade

I. Suggested activities prior to Officer Vic's first visit:

A. Letter from Officer Vic telling the date and time of his arrival to the classroom.

B. The teacher may use a riddle-type guessing game.

C. Discuss the roles of a policeman.
   1. Who is Officer Vic?
      a. Is he a family man?
      b. Is he a friend?
      c. Is he a helper?
      d. What different types of jobs does he perform?

D. Show **Patch, the Pony** filmstrip.

E. The teacher may wish to ask about the police car the students saw last year.

F. The teacher can ask the children if they have had any contact with the police in the past year.

G. Questions about the items of his uniform.

H. See film L91, **The Policeman;** available from Kane County Film Library.

I. Have the children read, or read to them:
   1. **The True Book of Policemen and Firemen** — Irene Miner, Children's Press, pp. 8-25.
   2. **You Visit A Fire Station — Police Station** — Leonard Meshover, Benefic Press, pp. 27-47.
   3. **Your Police** — George Zeffo, Garden City Books.
   4. **About Policemen** — Ina K. Killon, Melmont Publishers, Inc., pp. 4-30.
   5. **What Do They Do? Policeman and Fireman** — Carla Greene.
   6. **About the People Who Run Your City** — Shirlee Newman and Diane Sherman.
   7. **Police Department Helpers,** Picture Story Study Pictures from SVE, 1345 Diversey Parkway, Chicago. (These pictures have much information and suggestions for use.)

J. After reading and discussing these books, the children will think of things they might ask the policeman on his visit.

K. Filmstrips or films concerning policemen and their duties as community helpers.

L. Suggested vocabulary:

motorist	ambulance
pedestrian	policewoman
intersection	patrol
signal	investigate

traffic	emergency
traffic light	district police
stop sign	state police
cross walk	squad car
crossing guard	on duty
first aid	uniform
accident	speeding
speed zone	

M. List items they especially want to notice when they meet the policeman.

II. Officer Vic's first visit:

A. A friendly, relaxed time to visit with the children and tell them about his work and himself.

B. Present the Officer Vic Booklet.

C. Reinforce the friendly helper aspect of a policeman.

III. Follow-up to Officer Vic's first visit:

A. Make a drawing on 12 x 18 paper showing the policeman and his work.

B. Write an experience chart story.

C. Put on a short skit or play showing how a policeman helps us.

D. Write a letter to Officer Vic thanking him for his visit.

E. Class discussion: How can we help Officer Vic?

F. Have pupils put their name and address on Officer Vic booklet.

G. Read various stories about policemen.

H. Stories and drawings could be used on a bulletin board or in booklets.

I. Some of the ideas from the activity book that were presented on pages 1, 3, 4, 5, 7 and 8 could be used. (First choice is children's own work as this shows more details of what they observed.)

J. Allow students to work in activity booklet.

IV. Suggested activities prior to Officer Vic's second visit:

A. Discussion of uniforms:
   1. How they represent people who help children.
   2. How they can be trusted (how to recognize official police).

B. Review what took place at the first visit.

C. The poem, "Traffic Light," will be read to the students. Afterwards, each child will draw his own illustration of the poem and these can be used as a bulletin board.

D. Learn safety songs:
   1. **A.B.C. Music Series,** Book 1
      "The Traffic Policeman", p. 32
      "Friendly Town", p. 26
   2. **The American Singer,** Book 1
      "The Traffic Man", p. 19
      "Be Careful", p. 25
      "Crossing the Street", p. 25

V. Officer Vic's second visit:

A. Officer Vic will talk about safety.
   1. When we are at crossings.
   2. When we meet strangers.

B. Officer Vic will be equipped with a traffic light and personal equipment.

C. After discussing all of his equipment, he should welcome questions and discussion from the group.

D. Officer Vic will show a filmstrip about the police station and the activities that go on there.

VI. Follow-up to Officer Vic's second visit:

A. The students could make a drawing to take home about some aspect of Aurora's police station.

B. Draw safety signs that you should know:
   1. Stop and go lights
   2. Stop signs
   3. Railroad crossings
   4. Crosswalks

C. Let students work in activity book.

D. Learn poem:

Do you know what traffic lights say to you?
Do you know what traffic lights say to do?
Yellow says, "Be Careful,"
Green says, "You May Go."
But red is most important
It says, "Stop," you know.

Here comes my friend, the policeman,
He's walking on his beat;
He watches all the children
And helps them cross the street.

VII. Suggested activities prior to Officer Vic's third visit:

A. Review first and second visits.

B. Traffic signs, signs a policeman uses in helping direct traffic, and some other signs that help us know what to do.

C. Filmstrips as available:

1. **The Policeman** — Young American Filmstrips
2. **The Policeman at Work** — Curriculum Filmstrips
3. **Larry Helps the Police** — Curriculum Filmstrips
4. **Our Police Department** — Encyclopedia Britannica
5. **Policemen and Firemen** — Encyclopedia Britannica

VIII. Officer Vic's third visit:

A. Officer Vic tells how he helps people who are in trouble.

B. Officer Vic gives out certificates and pledges.

C. Students finish workbooks.

D. Will have a question and answer period.

E. Show the policeman's car and all the equipment.

IX. Suggested activities to follow up Officer Vic's third visit:

A. Write individual or class letters.

B. Send a booklet that contains samples of work done.

C. Student Activity booklets can be finished and should be taken home.

OFFICER VIC PROGRAM

Second Grade

I. Suggested activities prior to Officer Vic's first visit:

A. A letter from Officer Vic telling the date and time of his first visit to the classroom.

B. Review what has been done in preceding years when Officer Vic came into the classroom. This will benefit new students. Example: equipment, friendliness.

C. Discuss a policeman.
   1. Who is Officer Vic?
   2. Does he have a wife and children?
   3. Does he protect us and keep us safe?
      a. Does he help you when you are lost?
      b. Is he on alert for strangers who may hurt you?
   4. The importance of Officer Vic's job.
      a. Controls traffic after an accident, during fires and emergencies.
      b. Keeps our city safe from robbers, burglars, etc.

D. Show **Patch, the Pony** flimstrip.

E. Have the children read or read to them:
   1. **You Visit a Fire Station — Police Station,** by Leonard Meshover.
   2. **True Book of Policemen and Firemen** by Irene Miner.
   3. **My Friend the Policeman,** by Sylvia Tester.
   4. **I Want to be a Policeman,** Children's Press, Carla Greene.
   5. **Policeman Paul,** by Jene Barr.
   6. **Our Friend the Policeman,** by David Cuniff.
   7. **Never Talk to Strangers,** by Irma Joyce.
   8. **Policeman Small,** by Lois Lenski
   9. **Chief Dooley's Busy Day,** by Kay and Harry Mace.
   10. **Tim and the Brass Buttons,** by Ruth Tooze.
   11. **Let's Go To a Police Station,** by Laura Sootin.
   12. **Read About the Policeman,** by Louis Slobodkin.
   13. **About Our Friendly Helpers,** by Elaine Hoffman and June Hefflefinger.
   14. **Your Police,** by George Zeffo.

F. Have available **Police Department Helpers**—pictures and records, from SVS, 1345 Diversey Parkway, Chicago.

G. Read some poems about policemen. The children could illustrate these for a bulletin board. Poems available in **Arbuthnat Anthology of Children's Literature:**
   1. "All Around the Town" by Phyllis McGinley, page 11.
   2. "The Policemen" by Marjorie Seymour Watts, page 12.
   3. "The Policeman" by Rose Fyleman, page 12.

H. Show such filmstrips as:
   1. **Crossing the Street**
   2. **Policeman**
   3. **Our Police Department**
   4. **Legend of Patch, the Pony**
   5. **Sing a Song of Safety**
   6. **Safety at School and Play**

I. Show films such as:
   1. **Policeman** — Kane County Film Library

J. Have a discussion of what rights people (students) have.

K. Let children prepare questions they would like to ask Officer Vic.

L. Build a vocabulary of terminology of the police department:

1. squad car
2. patrol
3. microphone
4. two-way radio
5. transmit
6. first-aid kit
7. flares
8. portable stretcher
9. education of officers
10. emergency
11. parking meter
12. license plate
13. speeding
14. testify
15. pedestrian
16. helicopter
17. intersection
18. signal
19. tickets
20. stop sign

M. Use filmstrips:

1. **Street Safety** — McGraw-Hill
2. **Safety on the Bicycle** — McGraw-Hill
3. **Respect for Property** — SVE, Developing Basic Values
4. **Larry Helps the Policeman** — Curriculum Films

II. Officer Vic's first visit:

A. Officer Vic tells students of some of their rights, and also their responsibilities, and how these are related to his job. For example: The right to be able to cross a street safely, and the responsibility for looking both ways, obeying the patrol guard.

B. Officer Vic's presentation: "Protection".

1. What is protection?
2. What do policemen protect?
   a. Police protect our "life".
      (1) They save us from disaster.
      (2) They save us from robbers.
      (3) They save us from muggers.
      (4) They save us from pushers.
      (5) They save us from guns.
      (6) They help us stay away from vacant buildings.
      (7) They keep us from taking or picking up candy.
      (8) They stop us from riding minibikes where they should not be.
   b. Police protect our property.
      (1) They keep strangers from breaking and entering.
      (2) They protect us from vandalism.
      (3) Help us to keep the right to private property.

C. Answer students' questions about "Protection".

III. Follow-up to Officer Vic's first visit:

A. Work in Activity Book.

B. Possible activities:

1. Write a story about Officer Vic's visit and lesson.
2. Let pupils illustrate story they have written.
3. Make posters illustrating concepts of protection.
4. Write individual or class letter of thanks to Officer Vic.
5. Make up a booklet that contains samples of work done.

IV. Suggested activities prior to Officer Vic's second visit:

A. Sing: "The Traffic Officer", page 20, **American Singer.**
"Traffic Lights", page 77, **Music for Young Americans.**
"Helpers", page 46, **Music for Young Americans.**
"Policeman", Page 50, Webster Publishing Co.

B. Children collect pictures of policemen for bulletin board or individual books on policemen.

C. Have students read books available telling about a policeman saving someone or protecting them.

V. Officer Vic's second visit:

A. Officer Vic can tell stories about some of the things policemen have done in Aurora to protect or save people. Get the class involved in similar experiences.

B. Show slides on protection of life, property and rights.

C. Answer the students' questions.

D. Officer Vic can help the children study safety signs they should know.

VI. Follow-up to Officer Vic's second visit:

A. Write stories concerning slides.

B. Work in Activity Book.

C. Write jingles, which can be illustrated.

D. Draw pictures of safety rules.

VII. Suggested activities prior to Officer Vic's third visit:

A. Have the students finish the Activity Books.

B. Have posters made illustrating such safety rules as:
1. Don't run between parked cars.
2. Don't swim in areas posted as dangerous.
3. Obey all bike safety rules.

C. A visit to the police station. Children should be briefed beforehand on what to expect and then see the actual setup.

VIII. Officer Vic's third visit:

A. Review some of the law enforcement aspects of a policeman's job the children are familiar with.

B. Review the Student Activity Booklets.

C. Present certificates and pledges.

IX. Follow-up to Officer Vic's third visit:

A. Have the children write a thank you note to Officer Vic.

B. Draw pictures and make a book with stories.

C. Booklets can be finished up and should be taken home.

OFFICER VIC PROGRAM

Third Grade

The main thrust of this year will be the narrative story concerning a "Space Adventure" that is found in the activity book. Through the space adventure story, concepts of law and social control will be developed.

I. Suggested activities prior to Officer Vic's visits:

A. A letter from Officer Vic telling the date and time.

B. Review what has been done in preceding years when Officer Vic comes into the classroom. This will benefit new students. Example: equipment, friendliness, etc.

C. Utilize the space story throughout the year.

1. Use Part I of "Space Story" to review reasons for laws. Although pupils may be anxious to continue with the story, plan to spend enough time to deal with the questions. Encourage different answers and reasons.

D. Questions pertaining to Part I:

1. Whom did Billy hurt when he walked off his job?
2. Why is it important for everyone to do his job?
3. Why did Mike feel that the boys needed rules to tell them what to do and how to act?
4. Who should make rules that tell people what they can do and how they can behave toward each other? Who makes such laws in your classroom? Your city? Your state? The United States?
5. Who do you think should make the rules for this group?
6. Did Joe know the rule for getting to talk? Why should everyone have a chance to know the rules?
7. Why did the boys think they had to have laws?
8. Why did the boys write out a punishment for each law?
9. Why were the laws for everyone, not for just some of the boys?
10. Why are some of the punishments tougher than others?
11. Would it be a good idea for the boys to throw away their laws every day and write new ones? Why or why not?
12. Should laws ever be changed? Why or why not?

2. On a different day, review briefly the reasons for laws. Read Part II of "Space Story," which introduces the concept of trial by jury. Pupils may have difficulty with this because their experience is often that the roles of policeman, judge, jury are bound up into one person—parent or teacher. You and the class may wish to develop from this and the last part—questions about what a policeman does and does not do in the catching and punishing of offenders.

E. Questions pertaining to Part II:

1. What is a trial? Did George have a trial to decide if Fred had broken the law?
2. What part did George play in the trial? What is a judge supposed to do?
3. What parts did Sam and Fred play in the trial?
4. What part did all the other boys play in the trial?

5. Do you think that Fred got a fair trial? Why didn't he get to vote?
6. Who gave George the right to cancel Fred's punishment?
7. Was it a good idea to make a "police chief" out of the first boy who broke a law? Why or why not?

3. On a different day, review briefly the concept of a trial and the different roles of policeman, judge and jury. Read Part III of "Space Story," which deals with the feelings a policeman has toward his law enforcement duties. Following this you may wish to add to your questions for Officer Vic. It would be useful to explore the problem of "Should I tell on my friends or classmates when I have broken a rule?" School and neighborhood examples will add realism and relevance to the question.

F. Questions pertaining to Part III:
   1. Is it easy to "have to turn in" someone who breaks a rule or a law?
   2. Is it necessary?
   3. What do you think a policeman needs to be like in order to be a good policeman like Fred?
   4. If time permits, pupils will enjoy either dramatizing the story or developing their own endings for the story. (Groups of 2-4 pupils may wish to develop different endings.)
   5. Resources: We are not aware of any primary books, songs, filmstrips, or films which deal specifically with these topics, and which can offer more than your leading a discussion of the story and questions.

G. Officer Vic's third visit:
   1. Review the meaning of laws and social control.
   2. Officer Vic answers any questions the student may ask concerning law enforcement, laws, or social control.
   3. Review of Activity Booklets.
   4. Officer Vic gives out certificates and pledges.
   5. Booklets can be finished and should be taken home.

HISTORY OF THE AURORA POLICE DEPARTMENT

In April, 1834, Joseph McCarty found a tribe of peaceful Pottawatomie Indians, headed by Chief Waubonsie, on the west bank of the Fox River. A trading post had been established here two years earlier. McCarty liked what he saw: a swift flowing river with an island in its center, abundant timber, fertile soil, and drinkable water. He had traveled from Elmira, New York, by foot and boat in search of just such a place to build a saw mill. Although Sac, Fox, and Winnebago Indians still roamed the area, peace prevailed. The Blackhawk War had made the place safe in 1832. Joseph McCarty became Aurora's first white settler.

McCarty claimed a 360-acre tract of land on the east side of the Fox River and about 100 acres on the west. Seven months later, when his brother Sammuel joined him, McCarty had already built a cabin on the east side, constructed a dam and a saw mill. The area was called McCarty's Mills.

Law Enforcement was initiated in the area in 1835. Ralph C. Horr was elected Justice of the Peace and B F. Fridley was appointed constable. Horr also became the first real estate broker. He purchased the block bound by East Galena Boulevard, Broadway, East Downer, and the river for the sum of $2.00.

In 1836, a regular stagecoach line was routed through McCarty's Mills and the stagecoach inn, built by Elijah and Mary Pearce, was used as a rest stop. Settlers increased and the settlement soon became large enough to be established as a town with a name and post office. The list of name suggestions included many Indian names. Waubonsie was favored by many of the settlers. However, the Post Office Department already had a Waubonsie, Illinois, registered. Elias Terry suggested the name of Aurora after his beautiful home town in New York. McCarty's Mills now became AURORA.

Theodore Lake established a settlement on the west bank of the river, which became known as West Aurora in 1842.

In March, 1845, the residents of the east bank, about 100 people, decided to incorporate their town of Aurora, Illinois. In 1854, the residents of West Aurora followed their neighbors and incorporated the town of West Aurora, Illinois.

In 1857, the two towns decided to become one community. The Honorable William R. Parker secured the charter from the Illinois State Legislature which incorporated the two river banks into the city of Aurora, Illinois. At this time, the records indicate a population of 5,708 people.

A Mayor and Common Council were appointed by the trustees of the city. An agreement was made to elect the mayor from one side of town and then from the other without a break in the alternate plan. Judge Benjamin F. Parks was elected to preside over Aurora's Court of Common Pleas. Prior to this, the citizens were served by the Circuit and County Courts which often meant much delay.

The new City Council elected Dennis Baker to the Office of Marshal for a one-year term. Baker, who was the first law enforcement officer for Aurora, was then assisted by two constables. One was assigned to each side of the river to patrol the area during the night hours. The office of City Marshal was highly respected and sought after. In 1861, the City Council had to cast 31 ballots before Walter Gardner was elected to the post.

Duties of the Marshal and constables were mainly keeping young boys out of fights and keeping peace among the inebriated citizens on Saturday nights. Traffic accidents were usually settled by the parties involved.

The uniform of the City Marshal in the 1870's consisted of a double breasted frock coat buttoned to the chin, waist extended to the hip, skirt of the coat was to reach within one inch of the bend of the knee. There was a three and one-half inch cuff and a rolling collar of blue-black silk velvet to raise no higher than to permit the chin to turn freely over it.

The list of offenses against the city ordinances: jailbreaks, speeding, disturbing the peace, disorderly conduct, and subsequent fines compared quite closely to the present day list.

A much-needed city hall was constructed on the island in the middle of the Fox River in 1859. It took until 1866 to complete the $74,000 structure. The new building not only contained offices for the city government officials, but also housed the Post Office and the City Marshal so he could be near the jail. The police department had been set up in the same building on North Broadway, just south of the present location of the Central Fire Barn. The building was apparently shared by both the police and fire department at that time. The police department has been located in the old City Hall on East Downer Place from 1866 to 1966—100 years of continuous service.

Sam Charles, a city alderman, purchased a team of horses and Aurora's first patrol wagon in 1886. The horses, named Sam and Charlie, pulled not only the patrol wagon, but also the hook and ladder wagon for the fire department.

A few of the firsts, which became realities in the early days of Aurora, show how the city advanced from the single log cabin and saw mill to the modern metropolis of today. In 1849, the Aurora Branch Railroad was started and eventually became the Chicago, Burlington, and Quincy Railroad. The first free school in Illinois was built in Aurora in 1851, and eight years later the first seminary in the West was built on North Avenue and Broadway. The Clark Seminary later became Jennings Terrace. The first Republican Convention was supposedly held in Aurora in 1854 and about the same time, the first pullman railroad car was built in Aurora. In 1870, the first YMCA building in the state of Illinois and the fifth in the world was constructed in Aurora. Electric arc lights were placed on the larger buildings in an attempt to light up the town. The lights, however, lit up more of the sky than the

ground. The first electric street railway was installed in 1890. These accomplishments and the increasing number of industries not only helped the city grow, but also increased the need for more police protection.

1893, the City Marshal's title was changed to Chief of Police and he was appointed by the mayor rather than elected by the city council. By January of 1898 the police department grew to 14 men. In 1912, the city purchased its first paddy wagon, a 1912 **Kissel Kar.**

In 1914, Anne Forsythe became Aurora's first police woman. Miss Forsythe spent five years studying social problems in New York. Her initial duties were to patrol dance halls and other places of public amusement to seek out young ladies who were not acting properly. Miss Forsythe's exploration of the problems of New York slums and her experience as a magazine writer whose task was to find out the causes of young ladies "going wrong" led her into police work. In addition to patrolling, Miss Forsythe was also a member of the Court of Domestic Relations, a member of the Censor Board for books and movies, a censor for public morals of the community, and a social worker.

Aurora was patrolled by officers on horseback and on foot. The horses, however, were last used in the 1920's and patrolling on foot continued to 1937. The patrol officer who found trouble on his beat notified the Central Station either through the call box or a citizen. The policeman on duty at the station drove the Paddy Wagon down Broadway ringing a bell and picking up as many foot patrolmen as needed and then proceeded to the scene of the disturbance.

One of the first motorized vehicles used by the Aurora Police Department was a Marmon Touring Car. The car, which was used after 11:00 p.m. by a patrolman driver, a Lieutenant, and a Sergeant to patrol the city, was long and had a bullet-proof windshield. The windshield had a hole on the passenger's side so that the barrel of a machine gun could be pointed out if needed.

In 1937, the Police Department invested in the first squad cars which were equipped with a two-way radio system in order to keep each car in constant contact with the central station.

Aurora's present Police Department numbers 106 officers and 14 civilians and is characterized by modern equipment, comprehensive education for officers, objective administration, and a well-equipped and organized Central Police Building.

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Chief of Police
Victor E. Puscas

Mensaje al Maestro y Padre:

Creemos que el departamento de policía, a través del programa del Oficial Vic, esta ayudando a los ninos a entender los derechos y obligaciones de los ciudadanos que serán en el futuro. La razón de este programa es para tener mayor entendimiento con nuestros jovenes ciudadanos, y ganar su respeto para el orden y ley, ya que es importante en estos días.

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officer Vic

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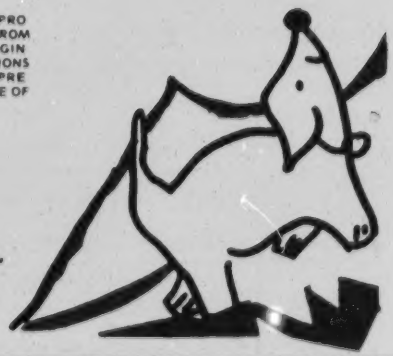

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PATCH

SHIELD

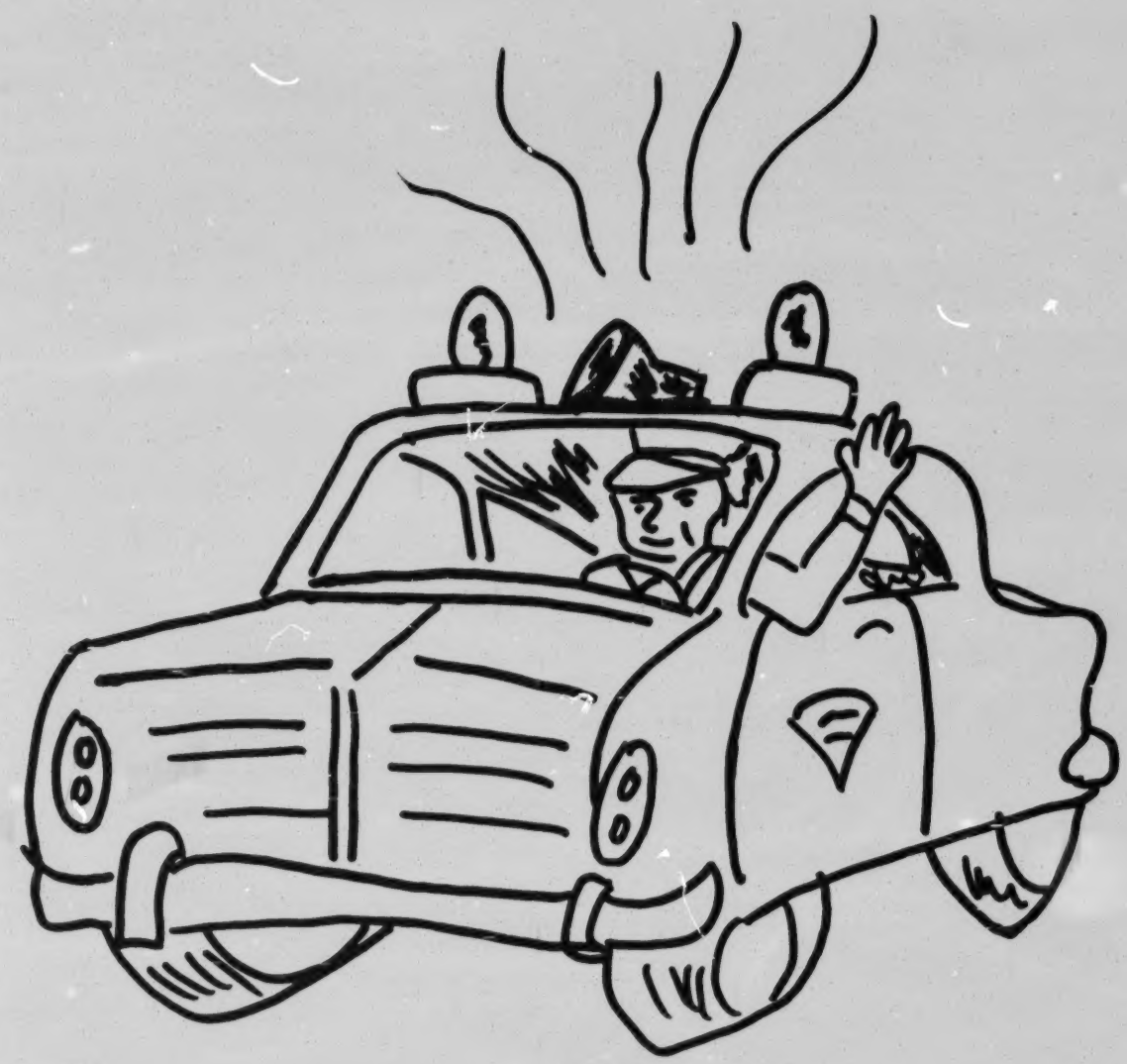
BADGE

Teachers and Parents: Explain what these things are and how they help us to identify "Officer Vic."

Maestro y Padre: Expliquele a los niños que cosas son estas y como nos ayudan a identificar al oficial Vic.

Teacher and Parent: Have children cut out patch, badge, and shield from page 1 and paste them onto the picture of Officer Vic on this page.

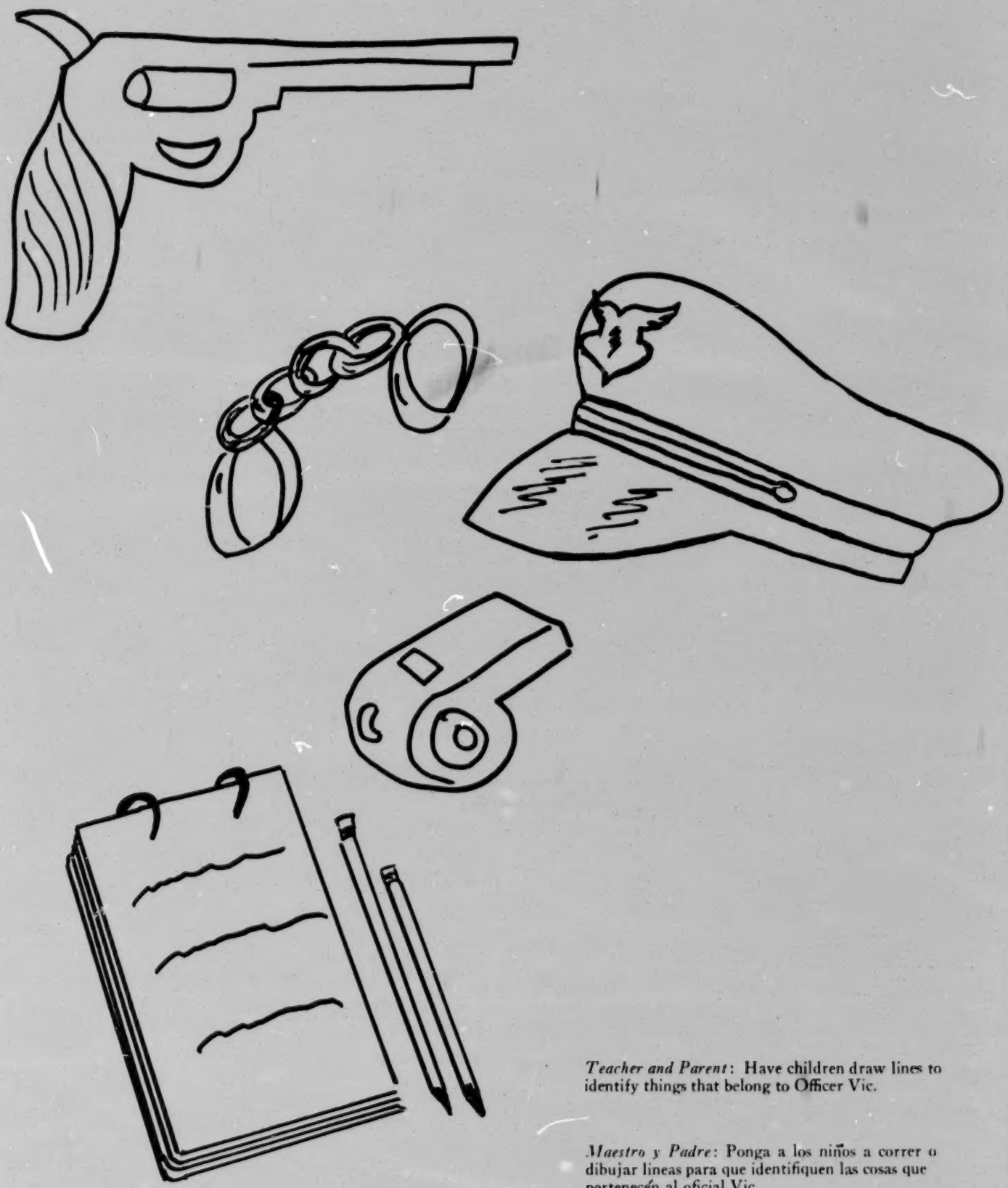
Maestro y Padre: Ponga a los niños a recortar escudo, de camisa, estrella de identificación, y escudo de la gorra que vienen en la página uno, y pégelos en el retrato de oficial Vic, que esta en esta página.



Teacher and Parent: Have children recognize that the sirens and lights are on and then discuss where the officer might be going.

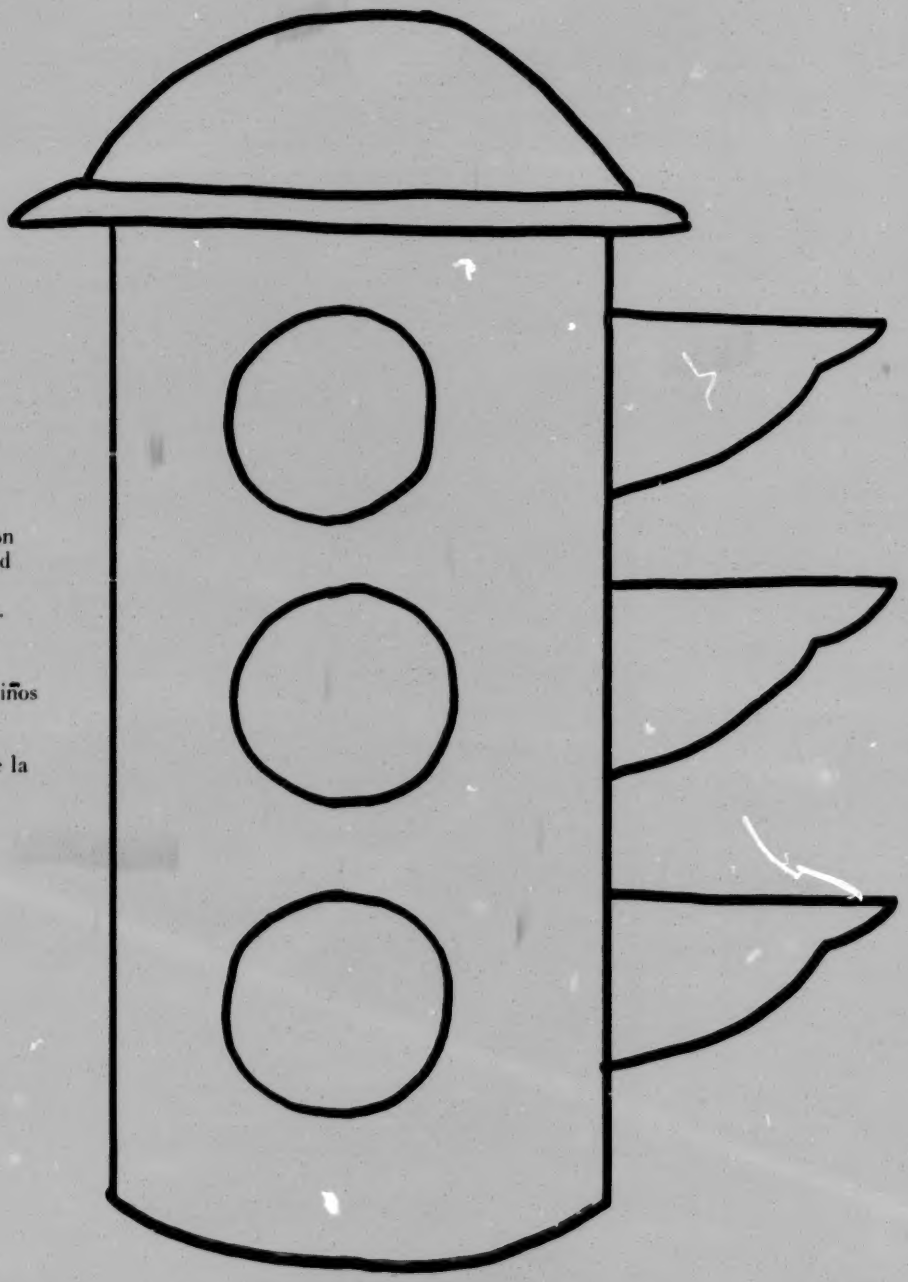
Maestro y Padre: Ponga a los niños a que vean que las sirenas y luces están prendidas. Y después pregunteles a donde se dirige el oficial.

HANDCUFFS, GUN, WHISTLE, HAT, PAD AND PENCILS



Teacher and Parent: Have children draw lines to identify things that belong to Officer Vic.

Maestro y Padre: Ponga a los niños a correr o dibujar lineas para que identifiquen las cosas que pertenecén al oficial Vic.



Teacher and Parent: Have children color stop light (red on top, yellow in middle circle, and green in bottom circle), and identify what each color means.

Maestro y Padre: Ponga los niños a pintar el semáforo o luz de tránsito (rojo la luz de arriba, amarillo la de enmedio, y verde la de abajo), y expliqueles lo que cada color significa.

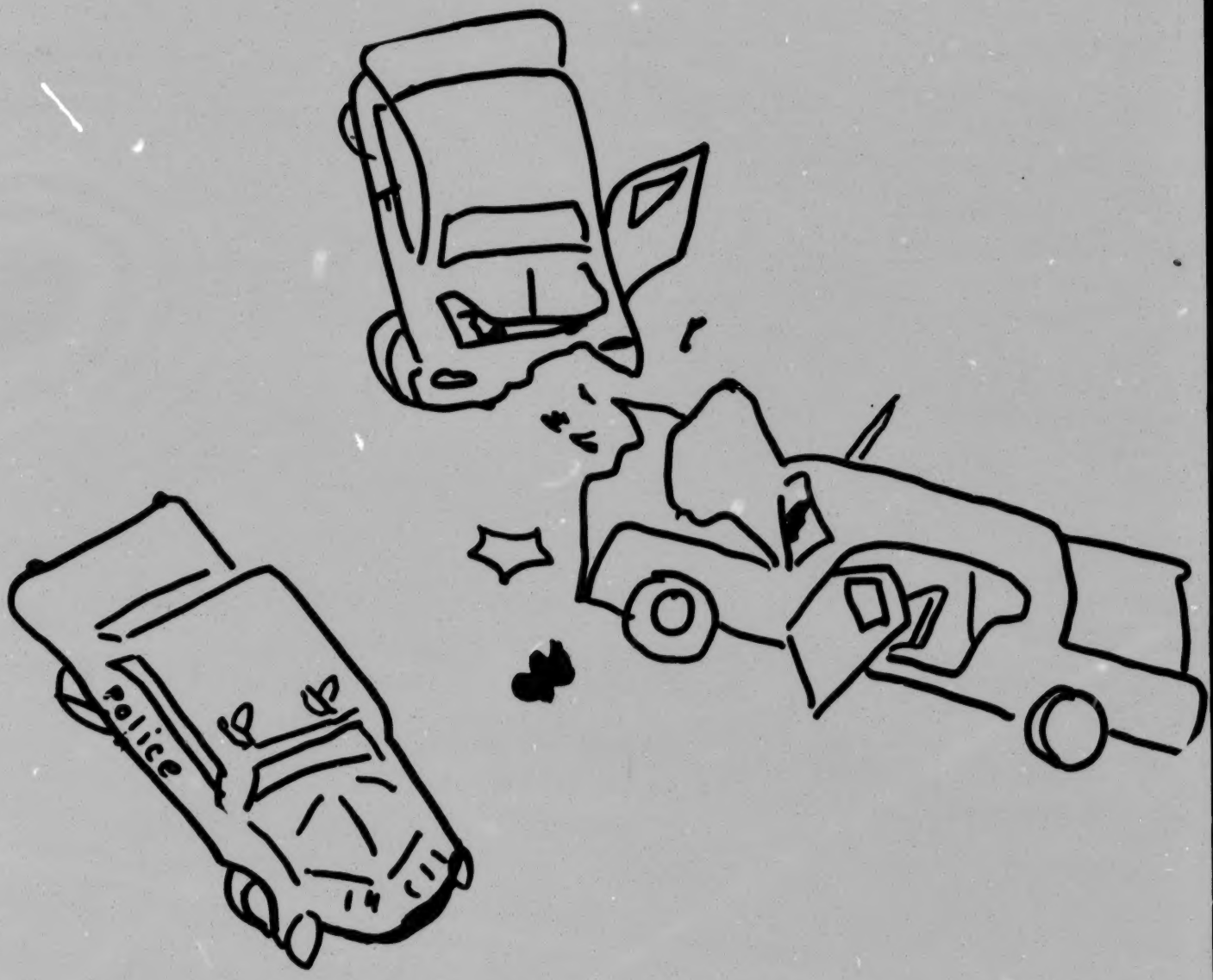
Do you know what traffic lights say to you?
Do you know what traffic lights say to do?
Yellow says, "Be Careful,"
Green says, "You May Go."
But red is most important
It says "Stop," you know.

Here comes my friend, the policeman,
He's walking on his beat;
He watches all the children
And helps them cross the street.

OFFICER VIC CAN HELP YOU WITH A FLAT TIRE.

Teacher and Parent: Pages 7 and 8 show ways in which Officer Vic helps the people in the community. Discuss these pictures with the children.

Maestro y Padre: En las paginas 7 y 8, nos enseñan como el oficial Vic ayuda a la gente de la cuidad. Platique con los niños estos dibujos.



OFFICER VIC GIVES FIRST AID TO US WHEN WE GET HURT.

Teacher and Parent: Have children draw lines from the word "NO" to the dangerous things in the medicine cabinet, and discuss why these things are dangerous.

Maestro y Padre: Ponga los niños a dibujar lineas que vengan de la palabra "NO" y que terminan en las cosas y frascos que hay en gabinete de medicinas, y digales porque estas cosas son peligrosas.

OFFICER VIC MEETING HIS DAUGHTER AT HOME.

Teacher and Parent: Discuss Officer Vic as a family man.

Maestro y Padre: Platique como es el oficial Vic como jefe de familia.

OFFICER VIC AT THE ZOO.

Teacher and Parent: Ask children about different places Officer Vic might take his family.

Maestro y Padre: Pregunte a los niños a que lugares de paseo o diversión puede el oficial Vic a llevar su familia.

OFFICER VIC GOES TO CHURCH WITH HIS FAMILY.

NÚMEROS DE EMERGENCIA

FUEGO O INCENDIO

Aurora **897-8606**
Marque estos números también para pedir un
Inhalador Para Respiración Artificial.

POLICIA

Aurora **892-8801**
Alto Operación Crimen **892-1234**

SERVICIO DE EMERGENCIA MÉDICA

Copley Hospital **897-6021**
Mercy Medical Center **859-2222**

SERVICIO DE INVESTIGACIÓN FEDERAL

Aurora **892-2379**
Si no contestan llame Chicago **1-431-1333**

PARA CUALQUIERA EMERGENCIA **Marque "O" (Cero)**
OPERADORA

Dígale a la Operadora ("O"): en inglés: I want to report a fire. ("Quiero reportar un incendio"). I want a policeman ("Necesito un Policía").
Si usted no puede permanecer al lado del teléfono hasta que llege ayuda o asistencia, dígale a la Operadora el lugar exacto de la emergencia y adonde se necesita ayuda.

EMERGENCY NUMBERS

FIRE

Aurora **897-8606**

POLICE

Aurora **892-8801**
Operation Crime-Stop **892-1234**

EMERGENCY MEDICAL SERVICE

Copley Hospital **897-6021**
Mercy Medical Center **859-2222**

FEDERAL BUREAU OF INVESTIGATION

Aurora **892-2379**
Chicago **1-431-1333**

When calling in an emergency say: "I want to report a fire."
"I want a policeman."

My Name _____

School _____

Address _____

Phone _____

Police For Help –

_____

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officer vic

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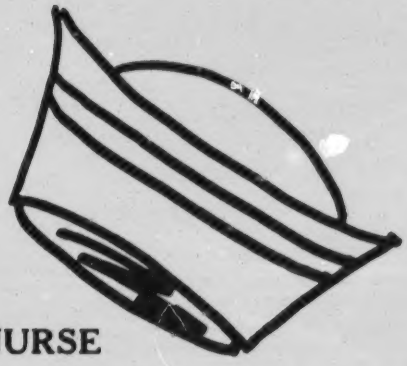
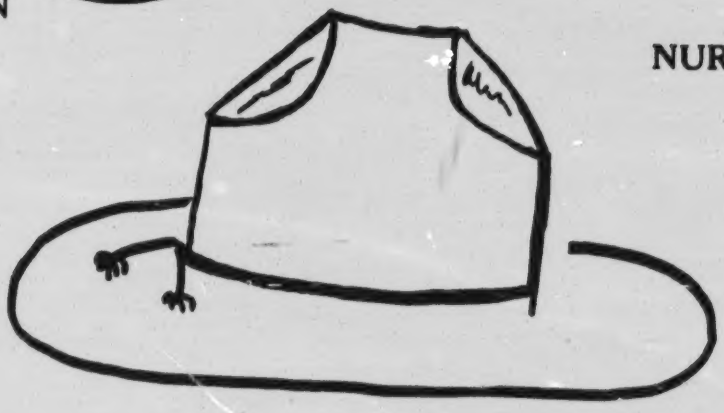
POLICEMAN



NURSE



STATE HIGHWAY PATROL

DOCTOR

FIREMAN

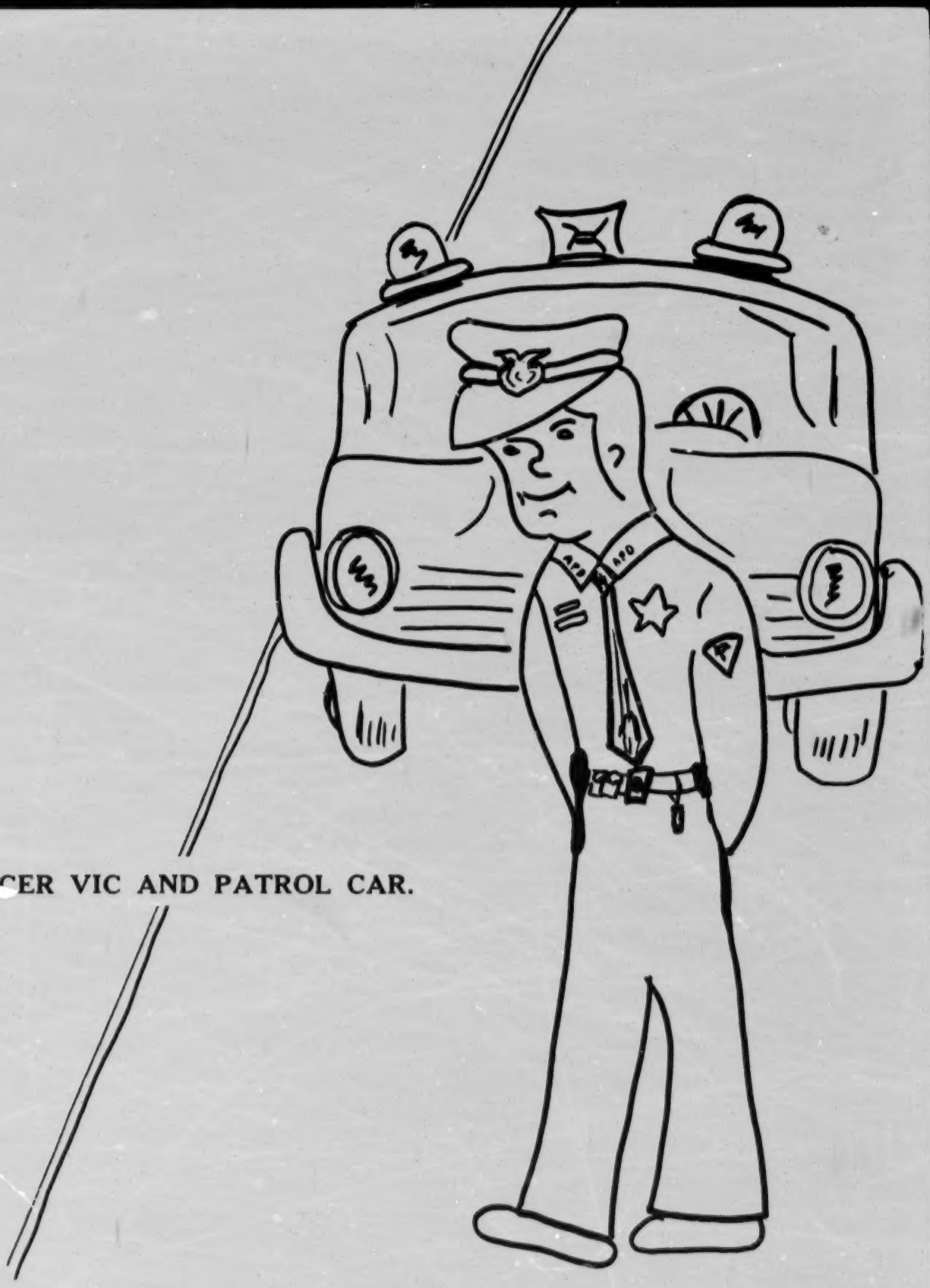
HELPER'S HATS

Teacher and Parent: Have the children identify who wears these hats.

Maestro y Padre: Ponga a los niños a que identifiquen a quien pertenecen estos sombreros.

Teacher and Parent: Identify these safety signs and ask the children where these signs would be found.

Maestro y Padre: Identifiquen estos signos de seguridad y preguntele a los niños donde se pueden encontrar estos signos.

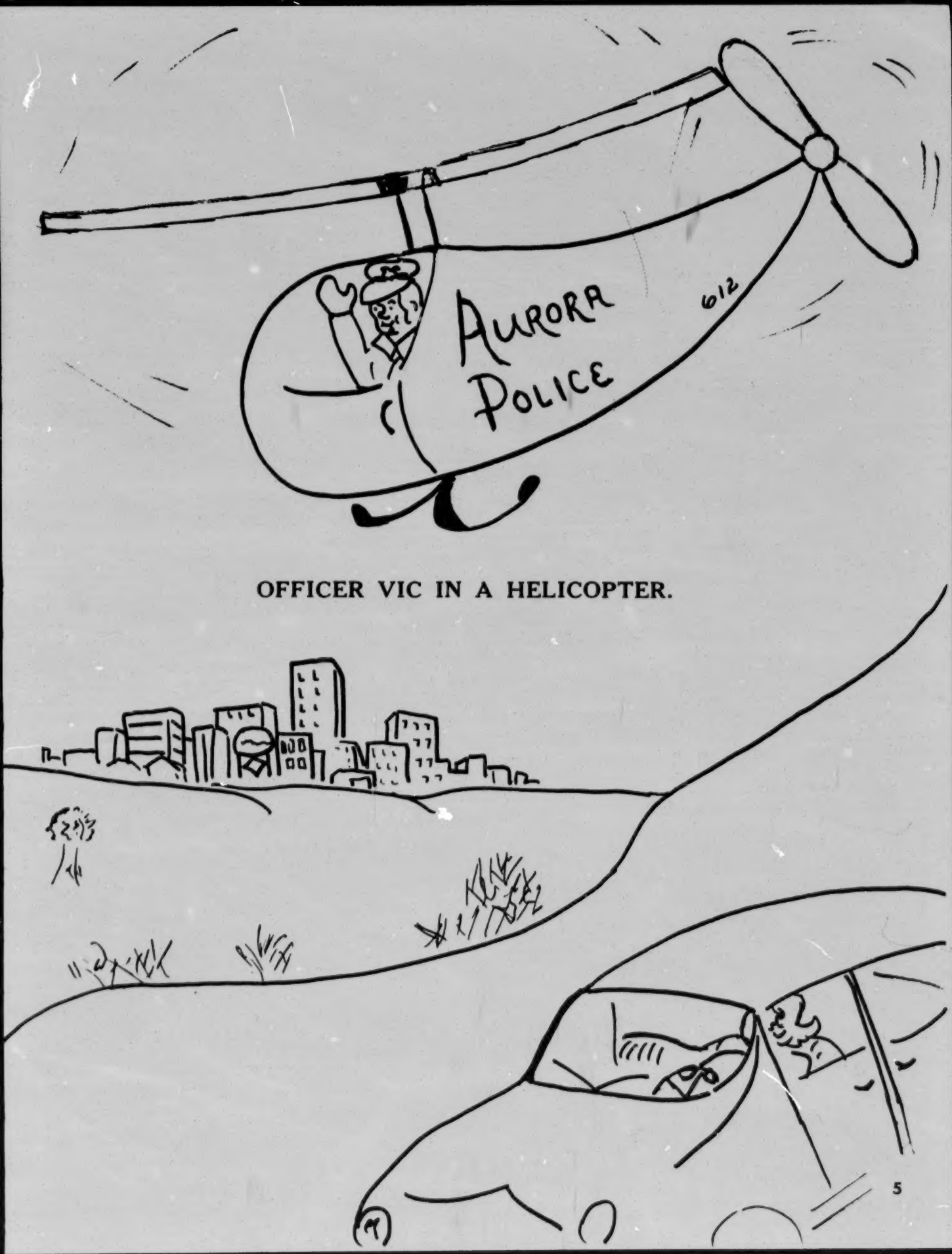


OFFICER VIC AND PATROL CAR.

Teacher and Parent: Pages 3 through 6 show the different vehicles Officer Vic uses in his work. Discuss the different uses of each vehicle.

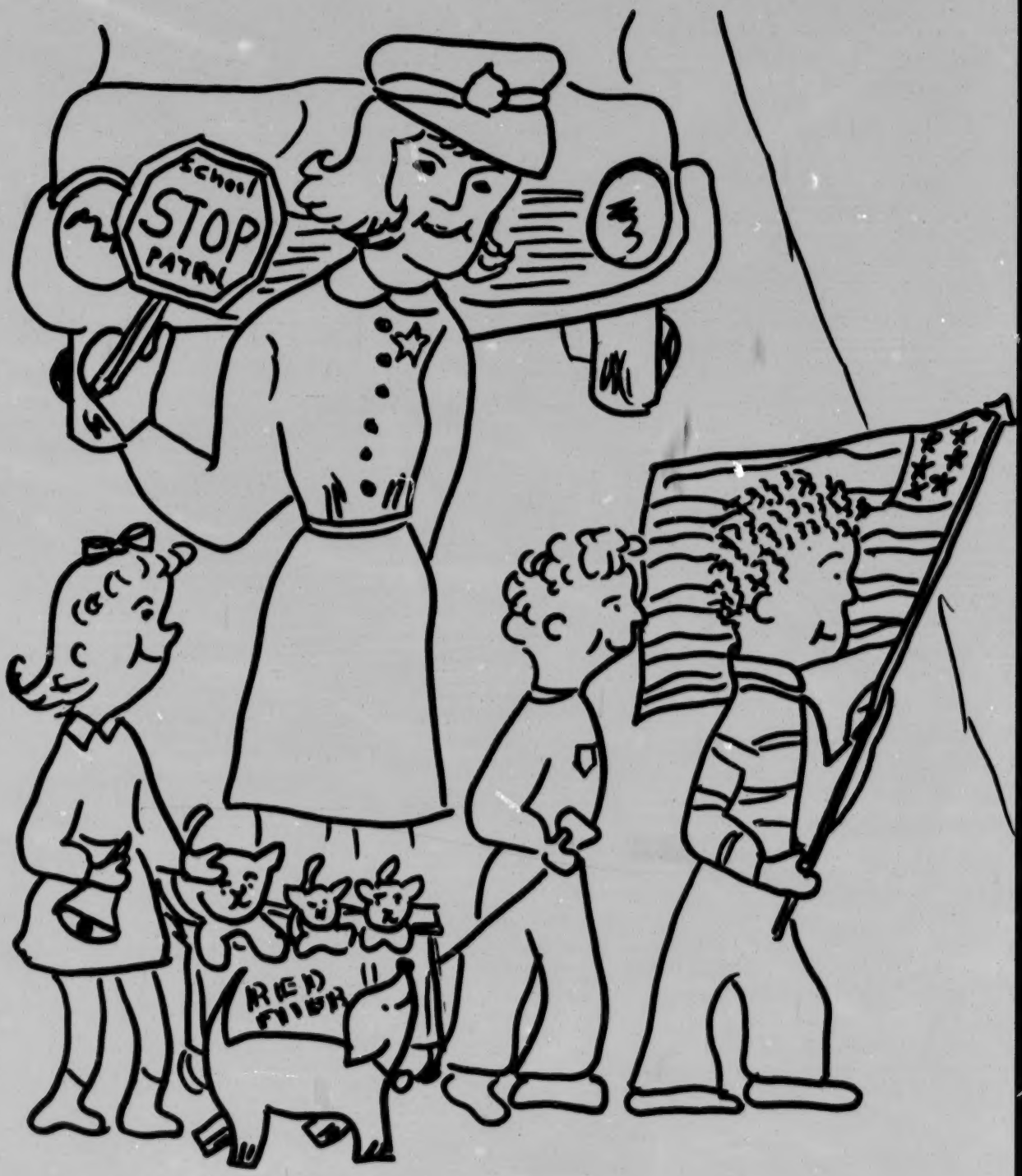
Maestro y Padre: En las páginas 3, 4, 5, y 6, enseñan los diferentes vehículos o carros que el oficial Vic usa en su trabajo. Discuta los diferentes usos que cada carro tiene.

OFFICER VIC IN TRAFFIC SCOOTER.



OFFICER VIC IN A HELICOPTER.

OFFICER VIC IN AN INVESTIGATION VAN.

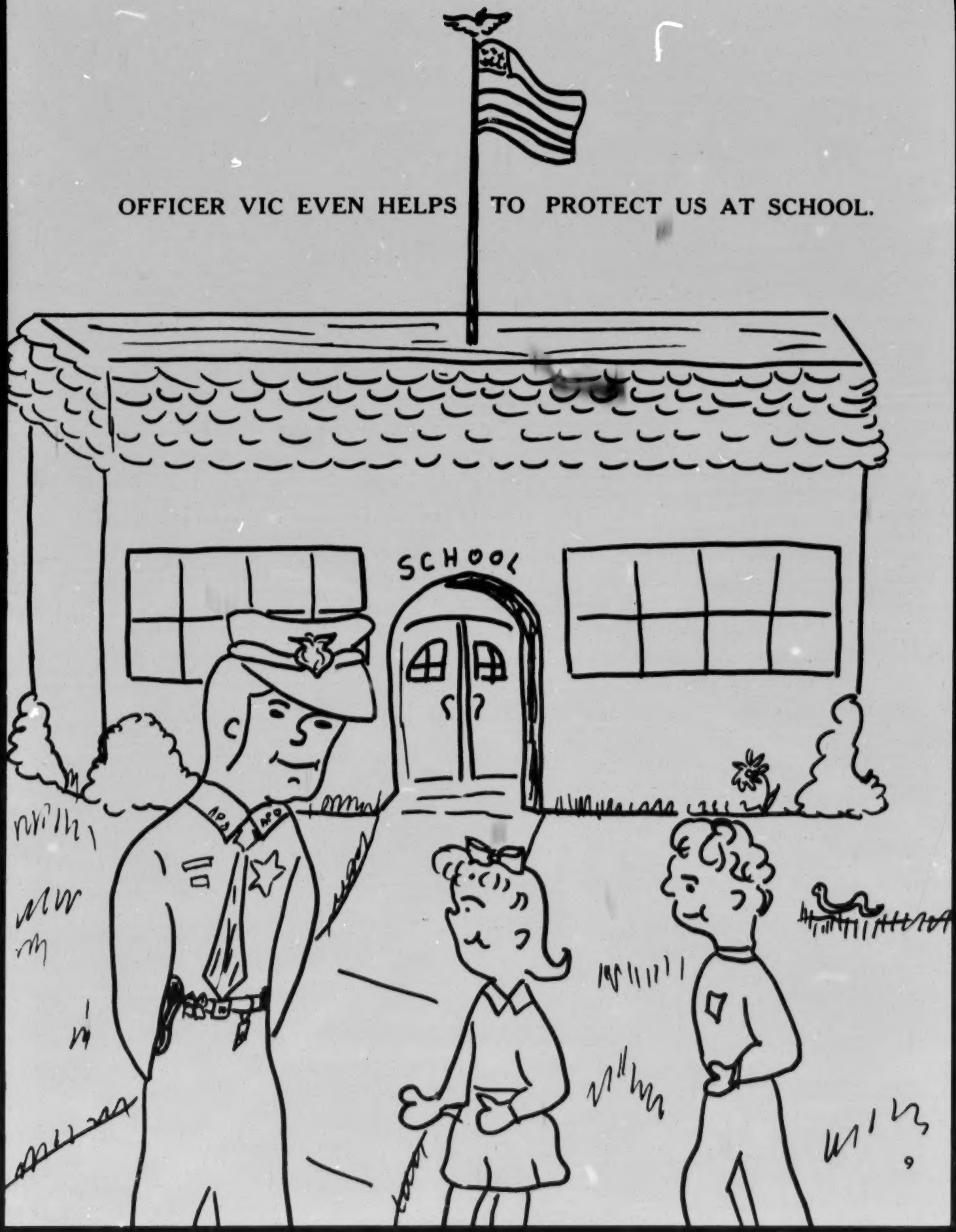


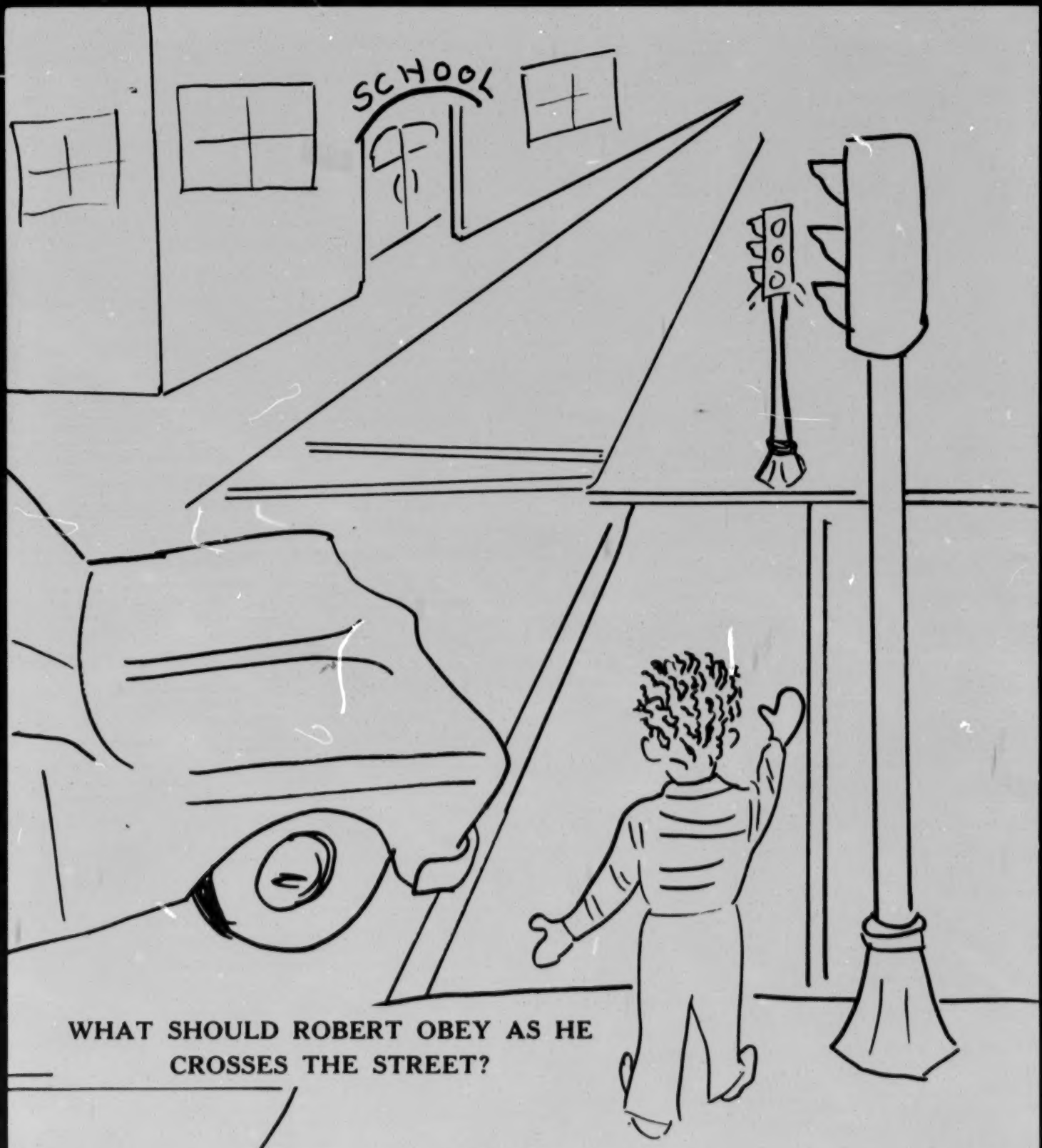
A STREET CROSSING GUARD HELPS YOU
TO CROSS THE STREET SAFELY.

OFFICER VIC ATTENDS SCHOOL THE SAME AS YOU AND I.

Teacher and Parent: Officer Vic in the classroom. Tell the children that Officer Vic must attend school also. In this picture he is learning about traffic safety.

Maestro y Padre: Oficial Vic en el salón de clases. Digales a los niños que el oficial Vic también tiene que ir a la escula. En este dibujo el oficial esta aprendiendo acerca de las reglas de tránsito o tráfico.


OFFICER VIC EVEN HELPS TO PROTECT US AT SCHOOL.
SCHOOL



WHAT SHOULD ROBERT OBEY AS HE CROSSES THE STREET?

Teacher and Parent: This boy is going to cross the street. Have the children color the correct stop light green. Review the safety crossing rules which the children have learned.

Maestro y Padre: El niño va cruzar la calle. Ponga a los niños a pintar la luz del semáforo verde y repase las reglas de seguridad para cruzar la calle que los niños hayan aprendido.

OFFICER VIC AND OFFICER RUTH WORK TOGETHER TO HELP YOU.

Teacher and Parent: Explain to the children that there are women on the police force helping the community.

Maestro y Padre: Expliqueles a los niños que también hay mujeres policías ayudando a la ciudad.

Teacher and Parent: Discuss what has happened in this picture.

Maestro y Padre: Platique o discuta lo que ha pasado en este dibujo.

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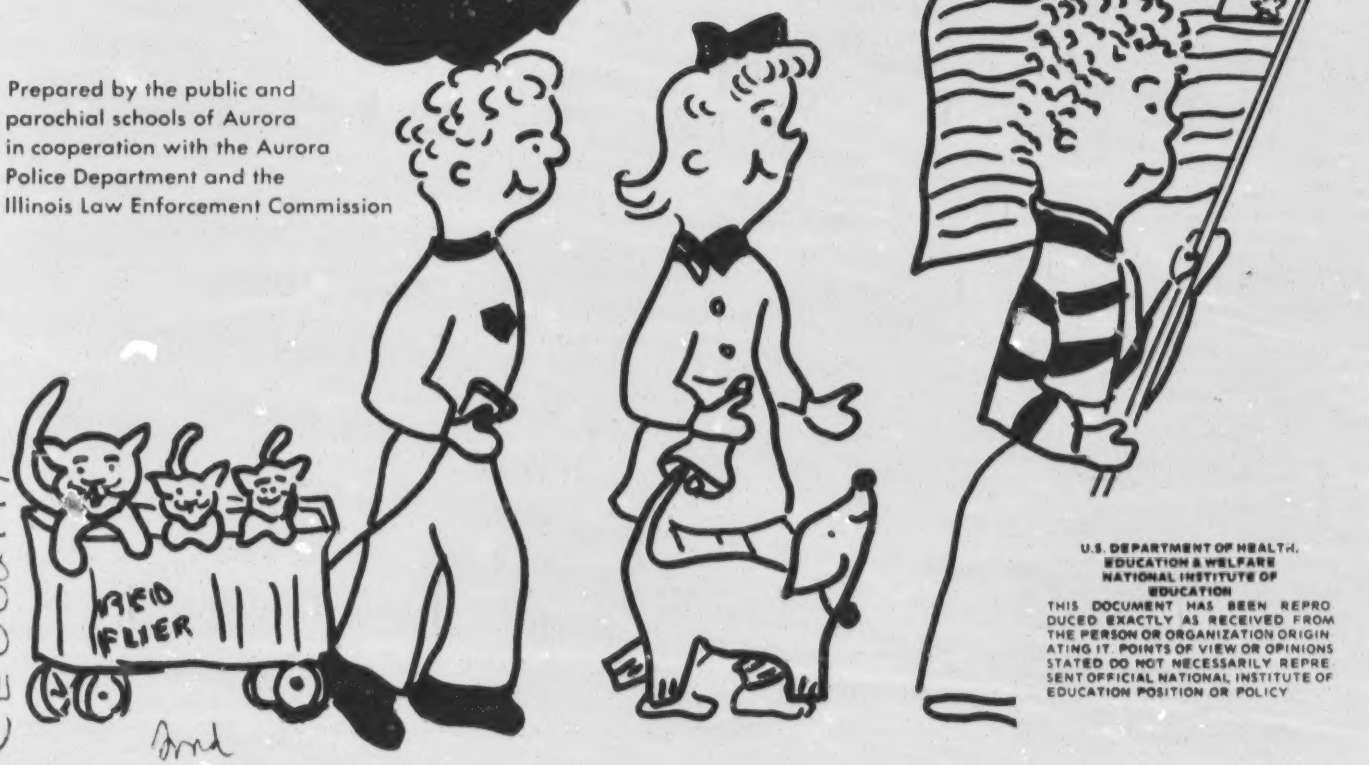
officer Vic

Prepared by the public and parochial schools of Aurora in cooperation with the Aurora Police Department and the Illinois Law Enforcement Commission



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Creemos que el departamento de policía, a través del programa del Oficial Vic, esta ayudando a los ninos a entender los derechos y obligaciones de los ciudadanos que serán en el futuro. La razón de este programa es para tener mayor entendimiento con nuestros jovenes ciudadanos, y ganar su respeto para el orden y ley, ya que es importante en estos días.

Elogiamos a los maestros por sus esfuerzos y cooperación ya que nos ayudaron a presentar el programa del oficial Vic. Y requerimos urgentemente y apreciamos su cooperación con el programa del oficial Vic, pues el futuro de America depende sobre la educación de nuestros niños.

Jefe de policía,
Victor E. Puscas

OFFICER VIC AND ANOTHER OFFICER HAVE JUST ARRIVED AT THE SCENE OF A ROBBERY.

Teacher and Parents: Ask children what is happening in this picture.

Maestro y Padre: Pregunte a los niños que es lo que está pasando en este dibujo.

Teacher and Parent: Officer Vic in Court. Explain roles of the judge, policeman, lawyer and defendant.

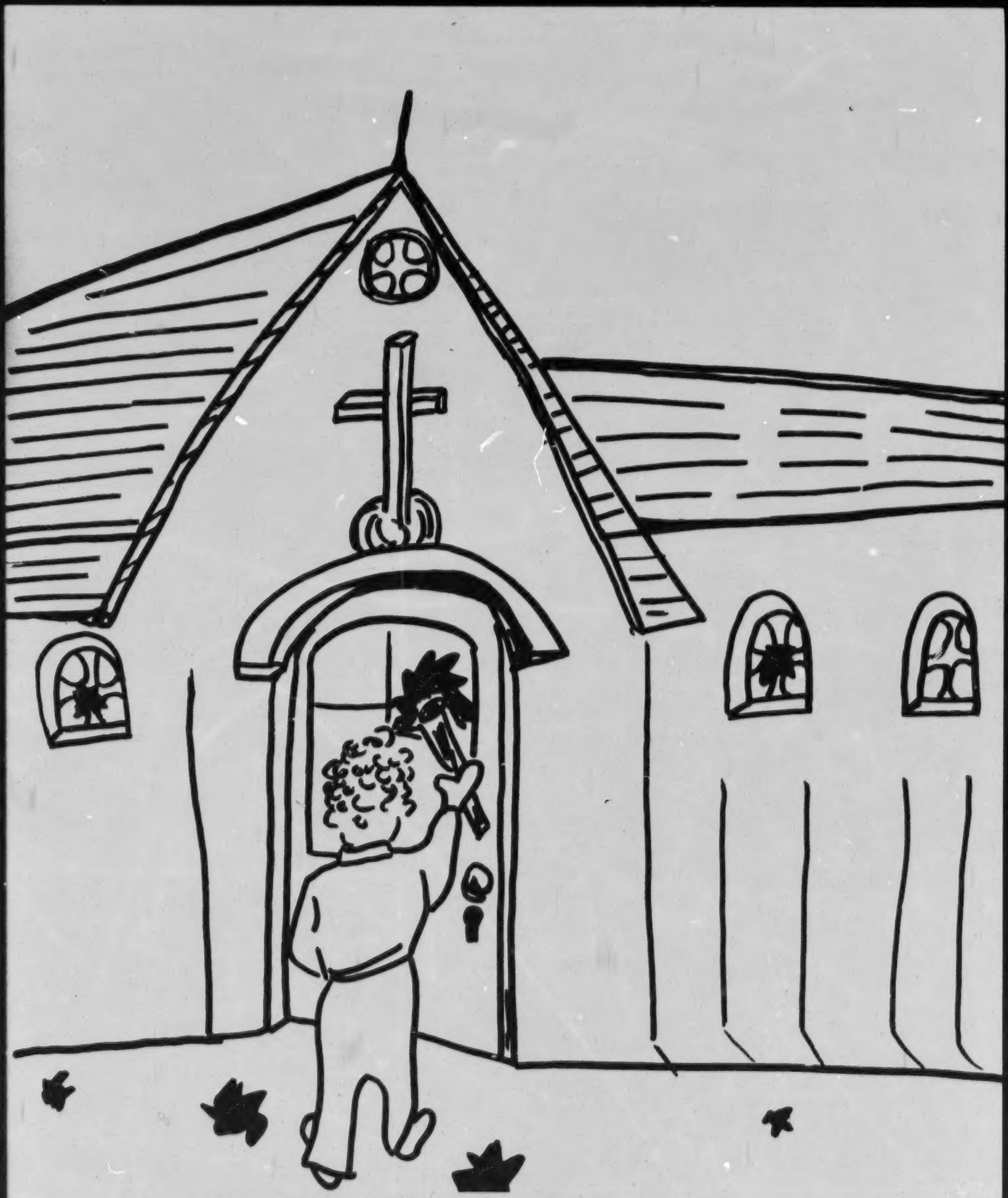
Maestro y Padre: El oficial Vic en corte o juzgado. Explique los papeles o roles del juez, policía, abogado y acusado.

GIRL STEALING ORANGES FROM MR. SMITH'S STORE.

Teacher and Parent: Pages 3 through 6 are examples of children getting into trouble. Ask the children why the acts the children in the picture are performing are bad.

Maestro y Padre: Las páginas 3, 4, 5, y 6 son ejemplos de niños que se meten en problemas. Pregunte a los niños porque los actos de los ninos en los dibujos son malos.

WHY IS IT DANGEROUS FOR MIKE TO PLAY AROUND THE CONSTRUCTION SITE?



WHY IS IT WRONG FOR TOM TO BE BREAKING A CHURCH WINDOW?

TED PLACING ROCKS ON RAILROAD TRACKS.

MARY IS PUTTING PAPER IN THE WASTEBASKET INSTEAD OF ON THE GROUND.

Teacher and Parent: Pages 7 through 9 show children doing good deeds. Have children explain why these actions are considered good.

Maestro y Padre: En las páginas 7, 8, y 9, nos enseñan a niños haciendo actos buenos. Ponga a los niños a explicar porque estas acciones se consideran buenas.

CANDY IS PUTTING HER BIKE SAFELY AWAY BECAUSE IT IS GETTING DARK.

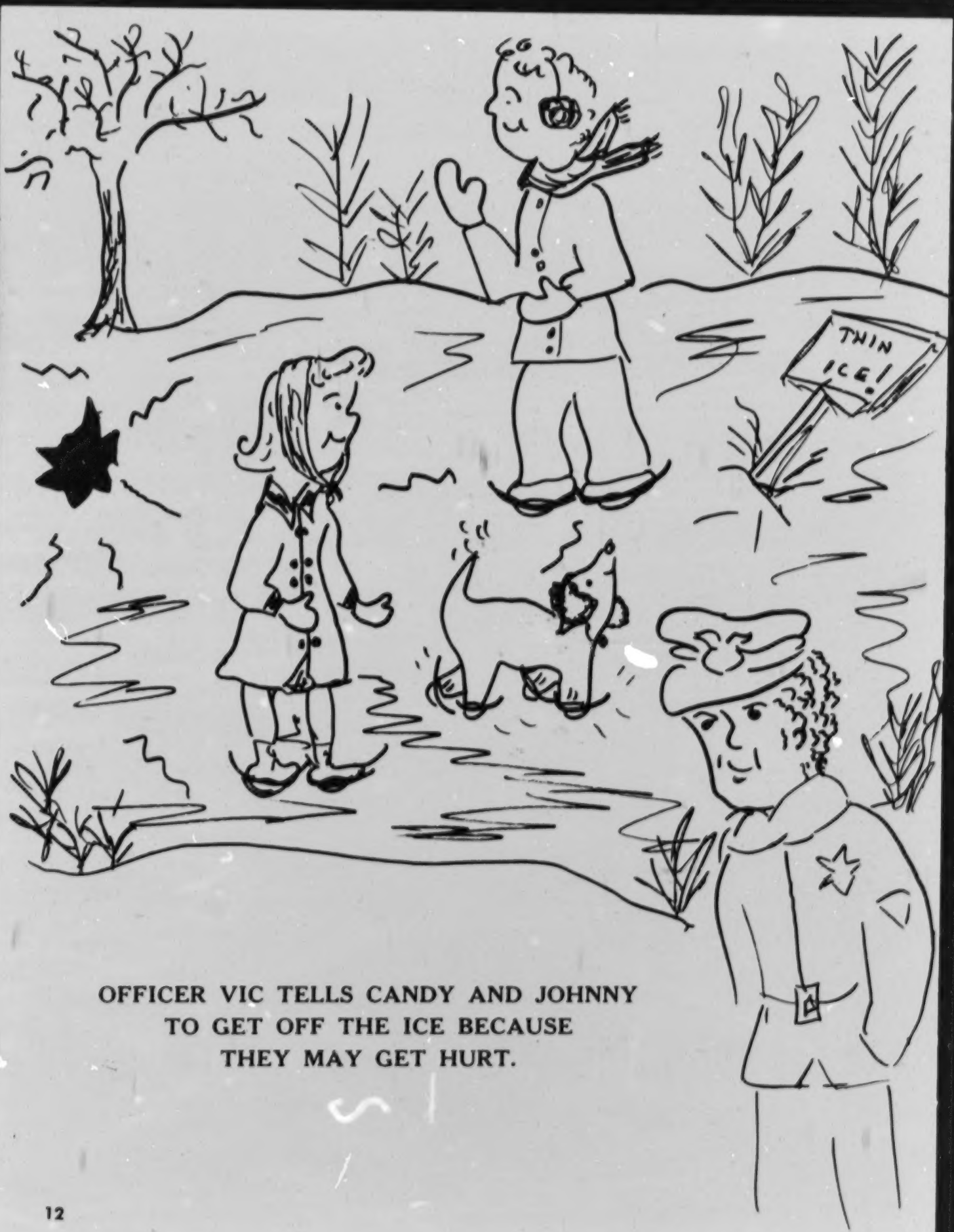
JERRY DOES NOT BOTHER THESE THINGS BECAUSE
THEY CAN HURT HIM.

OFFICER VIC IS TELLING JOHN AND MARY THAT THE POND IS NOT SAFE FOR SWIMMING.

Teacher and Parent: Pages 10 through 14 show ways in which Officer Vic protects the children from danger.

Maestro y Padre: En las páginas 10, 11, 12, 13, y 14, nos ensenan como el oficial Vic proteje a los niños del peligro.

OFFICER VIC IS SAVING JOHN FROM DROWNING.



OFFICER VIC TELLS CANDY AND JOHNNY
TO GET OFF THE ICE BECAUSE
THEY MAY GET HURT.

OFFICER VIC IS HELPING MARY FIND HER PARENTS
IN THE BUSY DEPARTMENT STORE.

OFFICER VIC IS HELPING JERRY, WHO IS LOST.

Rules in School,

Rules at Play,

Rules at Home,

And Away.

Rules Help us

Every Day.

OFFICER VIC IS ASKING JILL TO HELP HIM
FIND OUT WHO BROKE THE WINDOW.

NÚMEROS DE EMERGENCIA

FUEGO O INCENDIO

Aurora **897-8606**
Marque estos números también para pedir un **Inhalador Para Respiración Artificial.**

POLICÍA

Aurora **892-8801**
Alto Operación Crimen **892-1234**

SERVICIO DE EMERGENCIA MÉDICA

Copley Hospital **897-6021**
Mercy Medical Center **859-2222**

SERVICIO DE INVESTIGACIÓN FEDERAL

Aurora **892-2379**
Si no contestan llame Chicago **1-431-1333**

PARA CUALQUIERA EMERGENCIA **Marque "O" (Cero) OPERADORA**

Dígale a la Operadora ("O"): en inglés: I want to report a fire. ("Quiero reportar un incendio"). I want a policeman ("Necesito un Policía").
Si usted no puede permanecer al lado del teléfono hasta que llege ayuda o asistencia, dígale a la Operadora el lugar exacto de la emergencia y adonde se necesita ayuda.

EMERGENCY NUMBERS

FIRE

Aurora **897-8606**

POLICE

Aurora **892-8801**
Operation Crime-Stop **892-1234**

EMERGENCY MEDICAL SERVICE

Copley Hospital **897-6021**
Mercy Medical Center **859-2222**

FEDERAL BUREAU OF INVESTIGATION

Aurora **892-2379**
Chicago **1-431-1333**

When calling in an emergency say: "I want to report a fire."
"I want a policeman."

My Name _____

School _____

Address _____

Phone _____

Police For Help –

_____

officer Vic

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3rd

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A Message to the Teacher and Parent:

Your Police Department, through the Officer Vic Program, I believe is helping your children to understand the rights and obligations of the citizens they will become.

The purpose of the program is to have greater understanding with our younger citizens and to gain their respect for law and order, which is so important in this day and age.

We praise the educators for their efforts and cooperation in helping us present the Officer Vic Program, and we urgently request and would greatly appreciate your cooperation with the Officer Vic Program, for the future of America depends upon the education of our children.

Chief of Police
Victor E. Puscas

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Mensaje al Maestro y Padre:

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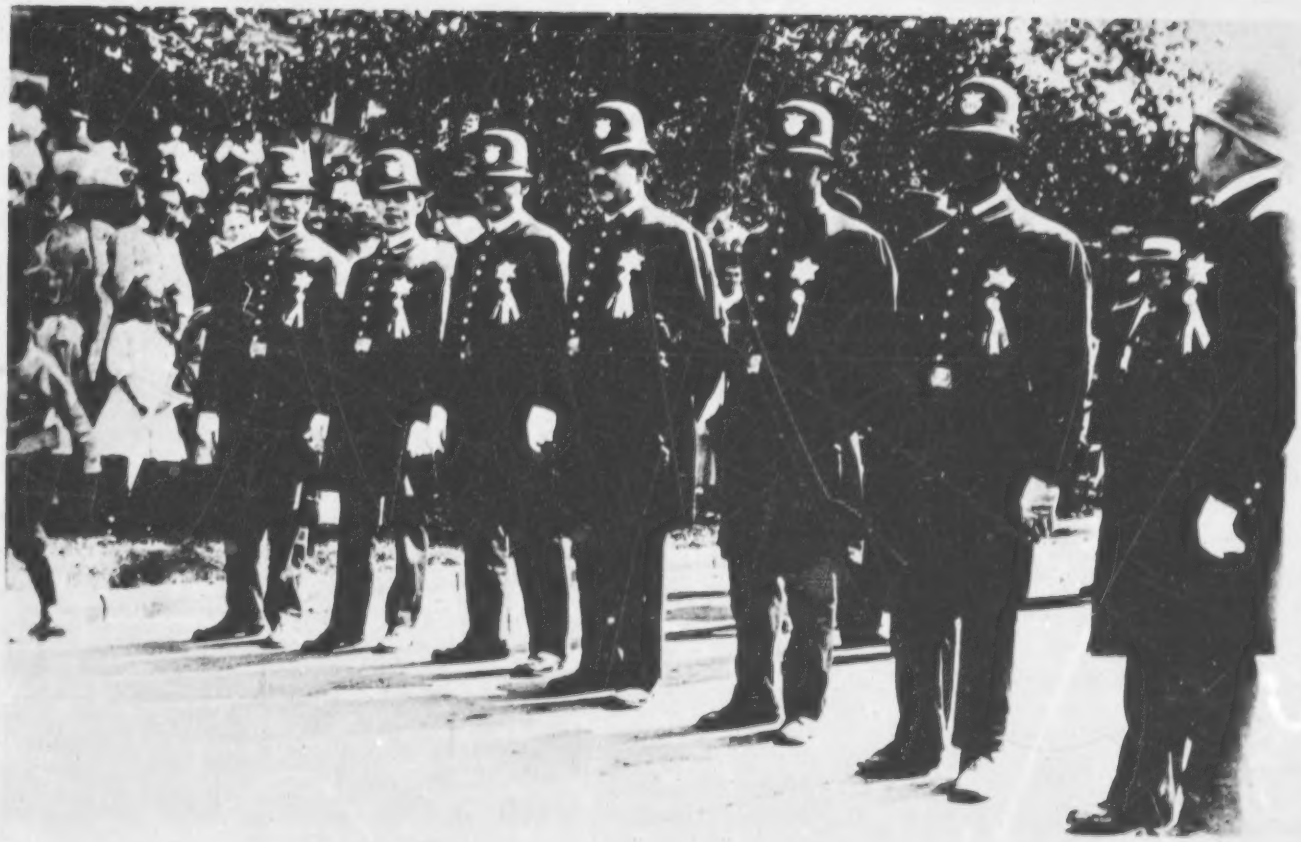
Jefe de policía,
Victor E. Puscas

THEN



NOW

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THEN

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NOW

Part I

George sat up and looked around. As far as his eyes could see there was nothing but craters and grey rocks. He blinked. It was true. He and his eleven friends were lost in space.

Somehow the missile they were visiting had blasted off.

At first the twelve boys were stunned. Gradually they realized they were in a tight spot. What should they do?

George called the group together and said, "We are going to have to stick together. First, let us decide what we need.

As you can imagine, it did not take long for "food", "a place to sleep", and "water" to be suggested. "TV" was greeted with laughs — and then everybody became quiet.

Sam realized that everyone would begin to feel pretty lonely if something did not happen, so he said, "Okay, let us get organized. We need a food committee, a water committee, and a bunk-house committee."

This did the trick. Committees were quickly selected and away they went.

The boys started to do their new jobs right away. At first it was fun. After a couple of days they began to get bored. On the third day, Joe ran up to them all out of breath. "Come and see what I have found in the cave," he shouted.

They all ran after him.

George came to see how the jobs were going. Only Mike was working. "Where have the others gone? The shelters are not done."

"Joe found something in the caves," said Mike. "All the other guys went to see what it is."

George took out his whistle and began to blow on it. At first no one came. He blew and blew. After a long time the boys came running back. They were laughing and talking to each other. They stopped when they saw the look on George's face.

"I am calling a meeting," said George.

"Wait till you hear what I have found, Joe began.

"You be quiet!" said George. "You did not raise your hand and I did not call on you."

Joe went right on. "The cave had a waterfall in it that led. . . ."

"I said be quiet, and I mean it," said George.

Joe stopped. No one had ever heard George talk that way before.

"Billy, where were you?"

"I was in the cave, George. Joe found. . . ."

"While you were looking at what Joe found in the cave," said George, "how were the shelters supposed to get built? You know our capsule is not big enough for all of us to move around in. What would happen if we had a meteor shower?"

"Well we got tired of building," said Larry. "Besides, a guy's got to have some fun sometimes."

Mike raised his hand again. When George still did not call on him Mike got mad. "Why is it you will call on every one else when they raise their hands, but you will not call on me?"

"All right, all right, what do you want?"

"I just want to tell you I think we need some rules telling us what we have to do and how we have to act towards each other. And we need to know what will happen to us if we do not do what we are supposed to. You are the leader, so you should make the rules, but I think we should pick someone to help you."

The boys thought about this. They were not so sure they wanted a lot of rules to follow. But they knew they would never get anything done without them, so they gave in. They chose Sam to help George make the rules.

PART II

George and Sam spent a lot of time working on the rules. They talked about each rule. They decided to call them laws and they wrote them down. They also wrote down the punishment for breaking a rule.

George blew the whistle after breakfast the next morning. "Sam and I have worked for a long time making these laws. We would like you to listen to each one and raise your hand if you think it is all right.

Sam read the laws and waited for a vote after each one.

LAW #1 Work hours will be from 9 to 12 a.m. and from 2 to 5 p.m. earth time.

Punishment: Anyone who breaks this law will have to give up 2 meals.

Vote: The boys voted to make this a law.

LAW #2 Everyone must work at his own job. He can do what he wants at all other times.

Punishment: Anyone who breaks this law will have to work 2 extra hours a day for a week.

Vote: The boys voted to make this a law.

LAW #3 No one may steal other people's things.

Punishment: Anyone who breaks this law will have to give it back and give up his free time for 2 weeks.

Vote: The boys voted to make this a law.

LAW #4 Everyone will get the same amount of food. No one may take any extra food.

Punishment: Anyone who breaks this law will give up 1 meal.

Vote: The boys voted to make this a law.

LAW #5 No one may go more than 2 miles away from the capsule.

Punishment: Anyone who breaks this law will have to stay in his shelter for 2 days.

Vote: The boys voted to make this a law.

LAW #6 When boys are working or exploring away from camp they must be in teams of 2 or more.

Punishment: Anyone who breaks this law will have to stay in his shelter for one day.

Vote: This was made a law.

LAW #7 No one may start a fight or hurt anyone.

Punishment: Anyone who breaks this law will have to give up his free time for 4 weeks.

Vote: This was made a law.

LAW #8 Everyone has to go to bed at six o'clock.

Punishment: Anyone who breaks this law will have to miss 1 meal the next day.

Vote: No one voted for this after the boys talked about it. It was not made a law.

After the voting was done, Sam put the list up where the boys ate their meals.

Two days later Sam came running to George who was working on the radio in the space capsule. "I think you should call a meeting right away," he said.

"What is wrong?" asked George.

"Mike tried to help Larry and Fred build the shelters. Fred pushed Mike away. He fell and hit his head against a rock. It is bleeding a lot."

George blew his whistle and soon all the boys but Joe were at the meeting place. Joe would not leave the cave where he was exploring. Mike had put his shirt against the cut on his head, but it was still bleeding badly. George helped put on some bandages that he got from the capsule's first aid kit. Then he turned to the group.

"Two days ago we passed a law that said you boys should not hurt each other. Some one told me he saw one of you push Mike down on the rocks. As you can see, he got a bad cut on his head. Sam, will you tell the other boys what you saw?"

"Well, Fred and Larry were building a shelter. Mike went over and tried to help them because they were doing a pretty sloppy job. Fred said they did not need any help from a sissy and pushed Mike down. The rocks cut into his head and made it bleed.

"Is that what happened, Mike?"

Mike nodded. "I was only trying to help," he cried. "They were putting the rocks too far apart. The shelters will not stand up two weeks like that."

"Larry, you were there, what did you see?"

"Fred and I were doing our own job, like you told us. Mike did not have to butt in. We told him to go away, but he would not. So Fred nudged him. It was not his fault if Mike fell and cut his head.

"Sure, sure," said Fred. "I did not push Mike. I had to get some more rocks. He was in my way. I just bumped into him and he fell.

George looked at the other boys. "All right. All of you who think Fred broke the law, raise your hands."

The boys thought about it a minute, then they all raised their hands.

George looked at Fred. "Do you have anything to say?"

"I am sorry," said Fred.

"You know the punishment for hurting another boy is losing free time for a month," said George. You have been a good worker up to now, and you have not caused any trouble. I am going to cancel your punishment. I am also going to give you a special job. I am going to set up a space patrol and make you the chief. From now on, you will be in charge of seeing to it that everyone obeys the laws. Sam and Larry will be your helpers."

The meeting broke up. All the boys were glad George did not punish Fred, but they knew that they were going to have to obey the laws. George had made that very clear.

Part III

"Larry," said Fred, "I think someone is stealing food after the others are asleep."

"How do you know?" asked Larry.

"Last night I had trouble getting to sleep. I was going to go for a walk when I saw someone coming out of one of the other shelters. I watched him go into the capsule. He stayed for a few minutes, then he came out again. I could not see who it was. This morning, Mike said that some food was missing."

"What do you think we ought to do?"

"Why not set a trap for him. Tonight we will hide near the capsule. When he goes in, we will follow him. Then we can catch him with the food."

That night, after the others had gone into their shelters, Larry and Fred sneaked over to the capsule and hid behind it. About an hour later, they saw someone coming toward them. He looked around to be sure no one was there, then he went inside. Larry and Fred waited a minute, then they went inside. There stood Pete with a cup in his hand. It had soup in it.

"Well, it looks like we have our food thief," said Fred.

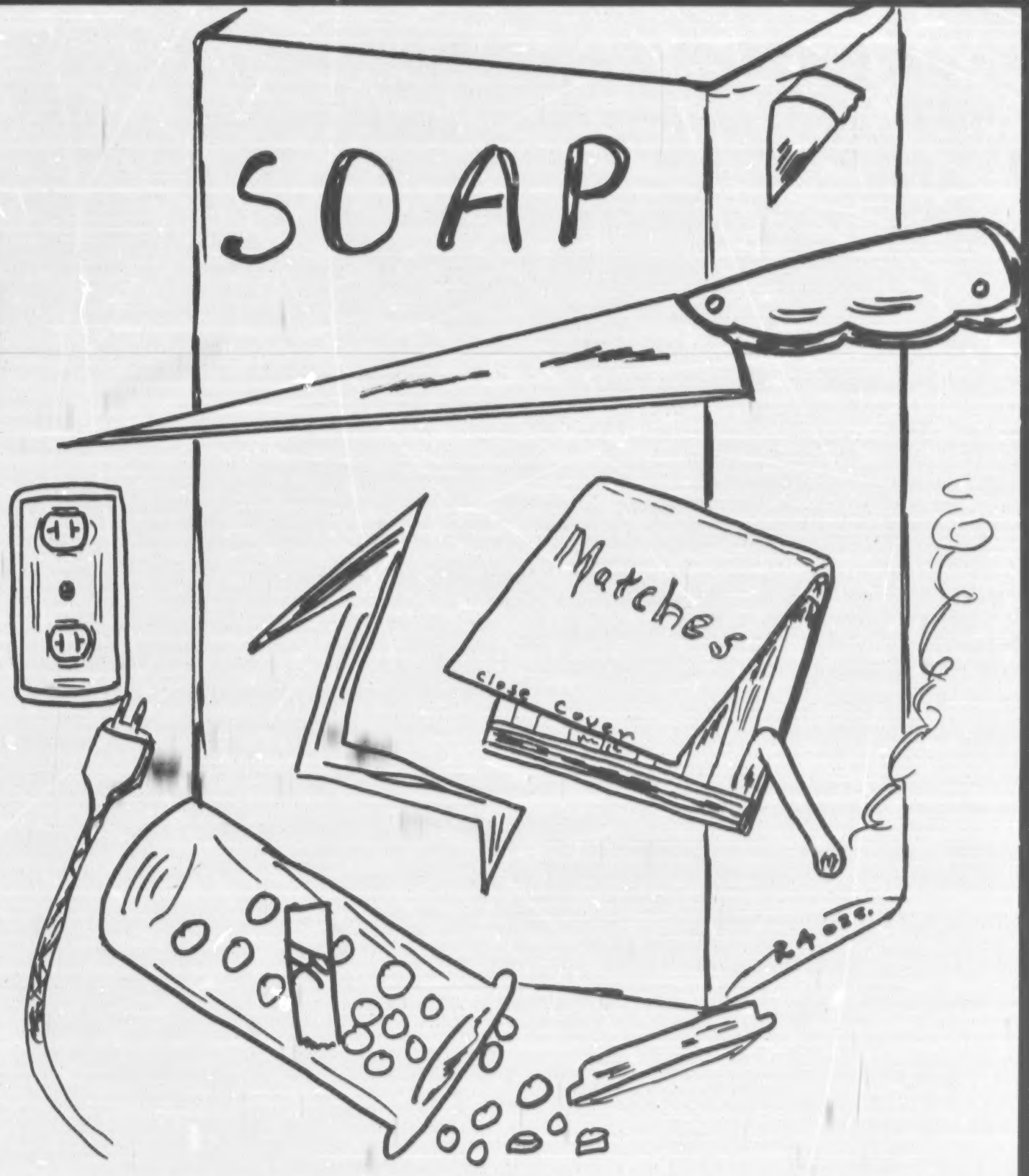
"Look fellas," said Pete. "I am bigger than the rest of you. I need more to eat. I will make you a deal. Do not turn me in, and I will give you my brand new bike when we get back. Okay?"

"Sorry, Pete. I do not like turning you in, but it is my job," said Fred.

In the morning, Fred asked George to call a meeting. Then Fred told the boys what Pete had done, and the boys said that Pete should be punished for stealing food.

"Our law says that anyone who takes more food than his share has to give up one meal," George said to Pete. "Since you took food from the capsule twice, you will have to give up one meal today and one tomorrow. I hope that you will not do this any more."

The meeting broke up. George was very happy that everything was working so well. Fred was a good police chief.



THE ABOVE OBJECTS, ALL FOUND IN THE HOME, HAVE A SET OF RULES GOVERNING THEIR USE. DISCUSS WHAT THESE RULES ARE AND WHY RULES ARE NECESSARY.

Teacher and Parent: Have children discuss the importance of rules and regulations in game of baseball and other sports.

Maestro y Padre: Ponga los niños a discutir la importancia de las reglas y regulaciones en el juego de baseball y otros deportes.

BILL AND JOHN ARE FOLLOWING THE RULES OF PICNICING.

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SERVICIO DE INVESTIGACIÓN FEDERAL

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PARA CUALQUIERA EMERGENCIA **Marque "O" (Cero)**
OPERADORA

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When calling in an emergency say: "I want to report a fire."
"I want a policeman."

My Name _____

School _____

Address _____

Phone _____

Police For Help –

_____